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ABSTRACT

The general purpose of this conference was to examine the current views and programs regarding new dimensions in educational and job placement services. Participants from five states attended the conference, held at the Virginia Polytechnic Institute and State University, Blacksburg, Virginia. The report reproduces the complete texts of speeches presented at the conference, including references, bibliographies and handout materials. The major addresses were: "Education, Work, and Placement Services in American Education," Mr. Willard Wirtz, National Manpower Institute; "Imperatives Regarding Placement Services in Secondary Schools," Mrs. Lucy Crawford, Virginia Polytechnic Institute; "The Provision of Placement Services: Roles for Educational Personnel," Dr. Dean Hummel, Virginia Polytechnic Institute; "To Place or Misplace: That Is the Question?", Dr. Carl McDaniels, Virginia Polytechnic Institute; "Placement Services: How to Get Started in Urban and Rural Educational Institutions," Mr. Raymond Wasil, Ohio Division of Guidance and Testing. Seven special interest sessions were available for participants. Texts of these activities are presented with references and bibliographies. Personnel of five exemplary placement projects in Virginia described their programs. Conference agenda and listing of participants are appended. (TA)

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FIFTH ANNUAL CONFERENCE FOR

CAREER COUNSELING AND VOCATIONAL EDUCATION

NEW DIMENSIONS IN PLACEMENT SERVICES

February 6 & 7, 1976
Blacksburg, Virginia

Edited by

Thomas H. Hohenshil

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

in cooperation with the

Virginia State Advisory Council on Vocational Education
Blacksburg, Virginia

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FOREWORD

Approximately 250 teachers, counselors, administrators, university personnel, and graduate students from five states participated in the Fifth Annual Conference for Career Counseling and Vocational Education. The general purpose of the Conference, conducted February 6 & 7, 1976, at the Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, was to examine the current views and programs regarding new dimensions in educational and job placement services. Nationally recognized speakers were selected for expertise in their respective fields, as well as for their research and leadership in professional organizations. Seven special interest groups were available for participants, and five exemplary placement projects in the Commonwealth of Virginia described their programs.

Special appreciation is extended to the VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION which financially sponsored the publication of these proceedings and assisted in the development of the conference itself. Appreciation is extended to local and State career development personnel for sharing their placement programs with conference participants. A special tahnks is also given to the program planning committee for its assistance in the development of the conference.

Thomas H. Hohenshil
Conference Director

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MAJOR ADDRESSES

EDUCATION, WORK, AND PLACEMENT SERVICES IN AMERICAN EDUCATION

Willard Wirtz
President
National Manpower Institute

Introduction

It's my understanding that the arrangements are that I should talk only long enough to hopefully arouse your interest to the point where we can make this a dialogue instead of a monologue. I'd like to talk the last part of my time about those things which are on your minds rather than on mine, with the hope that there will be some coincidence.

Any consideration of placement services has simply got to start from a context of at least responsible conjecture about what the future is with respect to this matter of work, or whatever it is we're talking about putting people in. We know that right now that prospect is of unusual proportions. There is a temptation to be quite gloomy about the future of work. That is partly because the facts right now are a little discouraging. It's also partly because we always have a larger fascination with our fears than we have with our hopes. The temptation is to make all political commentary a type of "more apocalyptic than thou" sweepstakes and see if you can come out ahead by saying something more dismal than you did yesterday or than anybody else did today. I hope not to disregard those facts and to review them here very briefly, and to say here that I perceive the major remarks quite deliberately with a considerable reliance on faith in the future. I happen to think that the future continues to be a good idea in this country and that it is legitimate to think about its possible improvement in those terms. But, we don't responsibly do that without taking a check on just where we stand today.

Let's start with the statistics. It is a reflection of the extraordinary competence of Connie Blackwood and the Virginia Tech Information Service that I am in the position to report to you at 10:35 a.m. what the Bureau of Labor Statistics (BLS) released just a few minutes ago as the January unemployment figures. I dare say this is the only thing I'll say in the whole hour that comes to any of you for the first time. But there are only two of us, Connie and I, in the room at the moment that know what happened to unemployment in January, and it's an interesting story. According to that release from the BLS a half an hour ago, unemployment dropped by a half of one percent in January,

and that's an extraordinary drop. It's been above eight percent for quite awhile. Now it has dropped in January to 7.8%. In every sense that is a significant change and one which entitles us to move to the next hour with perhaps a little more encouragement than might otherwise have been.

With one exception that gain was over a very broad front. The unemployment rates went down last month for every category except one. They did not go down as far as the youth are concerned. This means that rate stays at about 20%, and about 40% for those who suffer the twin disadvantages of being young and black. This constitutes a terribly, terribly serious problem. It is one which, of course, is probably more important to us in our consideration of at least part of this placement question than the overall statistics.

I can't take too dismal or too concerned a view of the future of the youth unemployment situation. You said at the outset of this meeting, Tom Hohenshil, that the buck stops with you, and you used an unfortunate passage; "If somebody won't let you in someplace where you want to go, just let me know and I'll take care of it." I've got a candidate for you. He was the young man who took me to my room here last night. That's just far enough away from the elevator that there was a little time for conversation. I asked if he was in school and he said yes. I think he was a senior in the business school. I asked what he was going to do next, and he said he didn't know. He said they don't seem to have any place for him. I said maybe that's a fairly general situation. He said at least they should have let him know. That boy has been working hard for three or four years with more direction of purpose than used to be the case, and he has a growing feeling of resentment of one kind or another. He's not a resentful kind of person. There are an awful lot of people that are going to want to get into someplace pretty soon, Tom, and that was a pretty broad invitation that you put out.

It's not only the youth who want to get in, but also three other groups, including women and the disadvantaged. You talked at your last two conferences about those two particular groups. There is another group, the older group, on which there aren't unemployment figures of any significance. We're only beginning to realize that the only way we're keeping our unemployment figures down as far as we are is by forcing more and more people out to pasture earlier and earlier in this country. This is a point on which I'm becoming more sensitive every single year. It's a matter of very, very serious concern and unfortunately that average which I gave you at the beginning is one of those averages that conceals so many different things. It's very hard to

count very much on it even though, in a way, I used to be responsible for that figure. I used to get to the point where every month when it came out I was somehow reminded of somebody saying that "facts are enemies to the truth." Those are facts all right. That 7.8% is a fact, but it hides the truth, part of which is that youth unemployment is 20 to 40%, and that there are a lot of other serious problems among particular groups.

So, we've got to start from a recognition of an extraordinarily, unattractive, factual situation which is probably the most unattractive in all of the 35 years since these figures have been kept. Of course, the more important question is whether there is any particular yeast at work at the moment. I guess we'd have to recognize that if there is, it's not very apparent so far. It's a little discouraging that the political debate reaches its height today in an argument about public service employment programs. The furthest proposed reach of these programs is the possibility that they will employ some 600 to 800 thousand additional people, while unemployment is at eight million. All of that talk is about a possible improvement in the situation of 10% of the 8%. I just feel increasingly that all of this concentration of political dialogue on public service employment is a cop out as far as the leaders of both parties of this country are concerned. Until we're willing to start facing up to the harder economics that are involved, it's a pretty superficial kind of approach.

Unfortunately, there's really no protest yet to this unemployment situation. You ask why that is? I used to think that if unemployment ever again went above 5% in this country all political hell would break loose. It went to 8%, 9%, and is still at 7 1/2%, and there doesn't seem to be anything like the kind of protest we were anticipating. I suppose there are two reasons for that which we didn't factor in. One of them is that there have been extraordinary shock absorbers built into the economy as far as the impact of unemployment is concerned. Those take the form of statutory provisions for unemployment insurance and other things of that kind. It's also a very relevant fact that there are now a good many situations in which two people in a family are working. The real bite doesn't come when only one of them becomes unemployed.

There is another factor. That 7.8% figure isn't going to have very strong impact on the public which is made up very largely of people who are trying to find help of one kind or another and aren't able to find it. You can't get a woman very excited about the unemployment situation if she has been trying to get help around the house or the yard

for a long time and can't find anybody who wants to do it. You can't get a man very excited about the unemployment situation if he's been trying to find help of one kind or another in connection with the business, and hasn't been able to do it. If there are chauvinistic implications and overtones in my selection of those two examples, just reverse the facts around. The point remains the same. There are just too many situations in which people are affected by the fact that they can't get the help they want to let them get as excited as they ought to be about the unemployment situation. It's a good deal more serious than it has been before. I think before it has been properly identified, given the approach to things we were taking as cyclical. This time I don't think it is cyclical. I think it's a consequence rather of the fact that we've been depending on an economy which has been based essentially on the conversion of the raw materials which you find inside the relatively thin life sustaining crust of the planet, and those are in diminishing supply. It's a consequence too, of the impact of a proliferating population which we have not taken properly into account. It results also from the development of a technology which has no good sense of its own. It is totally wreckless because we have not yet learned how to guide it along lines that permit it to contribute to the amount of work which can and should be done, instead of diminishing the immediate opportunity for that kind of work.

So, there's an extraordinary confluence of these various developments. If you add to that confluence of forces the present pessimism in the country as a whole, both about the economy and about the institutions on which the whole system depends, I suppose you would find that confidence is at the lowest ebb in at least the last 100 years. You find a situation which is certainly not encouraging as we turn to the matter of placement. However, the other side of these prospects seems to be at least sufficient to attract reason and to depend not entirely on a reliance on faith.

I will only sketch out quickly what seemed to me the elements of possible hope here. I assume that, although there is not presently strong consciousness of it, the unemployment picture is going to become a very major issue in this year's elections. I rather think it will be a critical and almost deturning point. I expect to see the economy bouyed up in one way or another through the election just because of its political implications. After that, I expect to see a facing up to this situation in one way or another. I don't mean to make this political, and therefore only suggest that the real showdown on this will probably occur next year. I think there is also reason to identify the emergence of a new concept of economics which is based not

on the conversion of natural resources, but on the use of the human resource which is obviously in limitless supply. If I could improve this occasion as far as any of you are concerned, I would try to do it by asking you to read E. F. Shumacher's book which is subtitled, "Economics as if People Mattered." It is unfortunately entitled, Small is Beautiful. That is a good title for those who don't really need the message anyway, but is a bad title for those who do need the message. It is the development by a card carrying British classical economist of the proposition that some child is very soon going to get and say that the Emperor Keynes has no clothes on, and the premises we've been relying on are no longer working. We're going to have to start developing an economics as if people mattered, and it makes eminent good sense.

I think that we are about at the point of putting technology under sufficient control so it will expand employment opportunity instead of diminishing it. I think too that there is today, despite the national discouragement in this country, a force developing at the community level which I'd like to call the "yeasting" of community in this country. I can read the papers or live in Washington and find a world, or the reflections of a world, which if it were really like that, I would resign from tomorrow. Then I can go to any community in this country and find there growing signs that people have had it to the point that they are about to again take a larger part in the handling of their own affairs at the local community level. I find an instinct to move the direction of their force toward the improvement in the quality of life rather than toward the expansion of those things which make up the grossest national product in history, and I come away from a day such as this one quite encouraged about the future.

When you get all through talking about what work there is for next year or the next year after that, just come back to a full appreciation of the fact that there is plenty to be done in this country. There is nothing in the economic genes of the situation which keeps us from doing it. I think this country's problem is simply unsurmountable opportunity. Well, it just is, and you just don't question when you get all through with it whether there is enough to be done to keep everybody busy. You only question whether we've got the political guts, or whatever it takes, to make the right decisions. I realize that to rest the case here would mean the negative obviously wins as far as the present situation is concerned because it has some bad statistics on its side. I simply say that I do rely on a faith in the future. That isn't the subject of this conference. I've simply tried to lay a sufficient basis for going ahead to

talk about the particular subject that brings us here. I point out to you that that subject is totally inconsequential unless we proceed on the assumption that there is going to be a viable future.

New Dimensions in Placement Services

What are the new dimensions as far as the placement service is concerned? I assume that we identify those new dimensions properly from a consideration of the context in which this function is exercised. I'd like to suggest three new dimensions of placement which seem to me to emerge from a consideration of the present context as far as education and work are concerned. They aren't very closely related. Perhaps their only interrelationship is that they will seem to be essential elements of a strategy of change which will be enough to give placement the kind of effectiveness it ought to have.

The first of these dimensions involves the institutionalization of the placement process. I'll argue particularly for the development of a relationship, as it affects the placement function, between the schools and the rest of the community which probably goes substantially beyond the present existing relationship. The second dimension seems to involve the concept of what it is that we are talking about placement in. It seems to me that we have used this word "work" in a way which inhibits our thinking about it. We've got to recognize a changing concept of work for which we are trying to find placement measures. The third dimension will have to do with the object of placement. Here I'll argue that, in both functional and political terms, the subject of this conference is too narrowly perceived if it is thought of as involving a loan of children who are leaving school and that we are going to find the right answers and the programmatic answers only when we link together the placement problems as they affect youth and adults. Now a little more about each of those three.

First, I'd like to ask a question. How many in this room are not on some academic payroll? I see there are about ten. I point out the relevance of that to the first suggestion about the development of a new process of collaboration within the community. My assigned subject, I realize, is education, work, and placement in American education. I ask, Mr. Chairman, to be paroled temporarily from the last part of that sentence. I don't believe that the meaningful answer as far as placement is concerned is going to be found by asking about the role of placement in education. I just think that's the wrong question. I think the most critical

element in the strategy of change which will be effective to meet the present situation, and to give counseling and guidance and placement the effectiveness it ought to have, is the development of a new form of collaborative relationship between the schools and the rest of the community. When we talk about its being in education or we think of it entirely in terms of its being part of the educational process, I think we've already tied our hands behind our backs. I'd like to suggest rather, an approach to it in terms of what I would call a partnership concept, recognizing the abrasive implications that are involved, but also recognizing that a partnership does need a managing partner to be effective. On that basis I'd like to talk about the possibilities of new forms of collaborative working relationships between the schools and the rest of the community as far as the placement and guidance programs are concerned.

First a word of history and then a word of caution. The placement function was not originally institutionalized in the schools. It was institutionalized in another of the sets of institutions in this country, mainly the family. I don't know how many Masons, Shoemakers, Carpenters, and Farmers there are in this room, but when you think of it an extraordinary number of our names reflect that placement was once entirely a family responsibility. Then, historically what happened was that during an extended and in retrospect in many respects quite unhappy period, the period of the industrial revolution, the placement function was discharged to the unrestrained exercise of the appetite of the industrial revolution, which was interested in getting just as many bodies working on those machines just as quickly as possible. There was a kind of institutional gap there and when we picked it up again we didn't know quite what to do about it. We played around superficially by turning it over to a federal-state employment service under circumstances which almost precluded from the beginning any real attention to the matter of youth placement. That wasn't working and it also happens that about 20 years ago the family copped out, or dropped out, as far as the discharge of this function is concerned. Historically, we're talking about a question of institutionalization which has a bad track record and from which you would draw the answer that we don't really know we ought to institutionalize the placement function in this country.

Let's don't make the mistake that I have put into Tom's mouth by taking his perfectly grand statement and broadening it out. Let's don't make the mistake of holding out an offer here at just the time that the placement function is bound to be a loser. I don't know that we ought to look as favorably as we do on the possibility of an expansion of the

schools' role as far as placement is concerned. I know the Senate Bill 647 of the Virginia legislature that is hailed as one of the most advanced steps of its kind in this country. I also know that there isn't an appropriation yet and that some of you are now being charged with the responsibility for working out guidelines for the no-cost development of a placement function in the schools. Have you got holes in your head? Why don't you tell the rest of us in the community that you're not about to assume any placement responsibilities unless you're given the authority and the capacity to discharge those responsibilities.

You've already made the mistake once as far as guidance and counseling is concerned. The family used to do that too. Then about 20 years ago the family stopped doing that and we looked beyond for somebody to turn to. In the high schools we found a few people who had been giving guidance and counseling for college, and so we said let's give it to them. We've all been doing it. Every parent in the country has been doing it. Let's give it to those people who have incidentally been spending half their time already on probationary duties or paroling the corridors, but they are counselors. The family has quit, so let's go ahead and turn it over to them. Now you're about to do the same thing with placement. I say you're doing it at a terribly bad time as far as history is concerned. Society, as a whole, is playing Catch 22 with you and the sooner you call it, the better off we're all going to be. I'm talking as a teacher, the grandson of a teacher, the son of a teacher, and the father of a teacher.

As teachers I think we should take a very careful look at whether we think we can expand into this new set of functions. I don't believe the placement function is going to work unless there are new forms of effective collaboration developed between the schools and the communities in a very broad sense. I think there ought to be a community education-work council in every local community in the country. It ought to have the responsibility for moving people from one world to another. It is the worst mistake in the world to talk about building bridges between the two worlds of education and work in complete disregard of the implications of that figure of speech. Educators are trying to build bridges from one shore alone and no bridge was ever built that way. I don't think it will work. There ought to be some form of community organization which assumes the responsibility for the placement function. If that's too broad a concept, let me suggest a narrower one. I wouldn't touch the placement responsibility in any school or community in this country without saying first, wait just one minute. You tell me, before you want me to undertake the

placement function, what work, service, and training opportunities are going to be in this community during the next five years. If you ask me to provide counseling and guidance for your children, you tell me what it is that I'm to counsel and guide them toward. Don't give me any of this stuff about not knowing what the situation is going to be in the next five years. There is available in this community all of the information which is necessary to provide a reasonably reliable community opportunity inventory to cover work and the training opportunities over the next five years. It can be done. It isn't being done for reasons that are very hard to understand. I wouldn't touch this responsibility without demanding of the community that it give me that picture of what it is that is involved here.

Then there is the counseling and guidance and placement personnel front. You know better than I the problems of which I referred before of as underpersoning. You know the problem of underpersoning of the guidance and counseling profession in this country. As far as the high schools are concerned, I don't get into the figures. You know it's going to be worse if they now add the placement function. I suggest that there is only one opportunity for meeting this problem, and it is not by getting larger appropriations because you're not going to get them with the country in its present state of mind. There is another possibility. Shortages as there may be as far as personnel in this area is concerned, there is in every community in this country a totally adequate supply of guidance, counseling, and placement services. I'm right on the edge of the credentialling question and I don't know whether to go into that territory or not. But, I believe that if you're going to meet the personnel needs as far as the placement and guidance and counseling services, you're going to have to develop a new set of credentialling principles that recognizes not only the value, but the necessity of some other kinds of training and experiences as far as these functions are concerned.

We're going to have to get over our hang up about volunteer work. Part of the future of work in this country depends upon getting over that hang up. We've run volunteer work into the ground. We look down our noses at it and now it has become identified with chauvinism and a lot of other things. We're all mixed up about it in disregard of the fact that most of life's satisfactions come from what you volunteer to do instead of what you're paid for doing. We've got to start out working out some kind of new relationship between the professional function, which is absolutely essential but which is in short supply, and the volunteer function which is available in great supply and can be worked into this system. In one form or another there's got

to be the development of some new relationship between the schools and the community. Some of you here are from community colleges. The community college comes the closest to exploring this new horizon of community relationships of any institutions we presently have. Whether it makes sense or not from your standpoint to develop new forms of working relationships with the community, it's going to happen for sure one way or another.

There is an increasing insistence in this country on the part of the membership of the local communities to take a larger part of the handling of their own affairs. I believe the yeasting of community is the most powerful force in this country today. People have had it and are ready to take part again in the handling of their own affairs. They are going to insist on a larger role in the kind of thing we're talking about. Now yeast has got no good sense of its own. The process of fermentation can work constructively or it can work corruptively. I'm suggesting that this is happening in the communities and it's probably a question of whether you're going to align yourselves against the development of this new course in the community, or whether we're going to take an active role of leadership in the development of it. It seems to me that all the other questions about programs are secondary to the question of how we work out a more effective relationship between the schools and the community as far as the placement function is concerned.

I've talked so much about the first dimension that I'll deal much more briefly with the other two. The second new dimension which appears to be likely and worth affirmative development is a broader conception of what we're trying to place people in, a broader conception than is usually implied by what we normally think of when we say the word "work," and certainly "manpower." That's a terrible phrase. I say to you it was the worst phrase that was ever invented. I was present at the creation of a manpower policy in this country in 1961 or 1962. We didn't realize the chauvinistic blunder as far as the first syllable is concerned. We should have realized the mistake we were making if we would have simply looked it up in the dictionary to find manpower defined as being a unit of energy normally considered to be the equivalent of 1/10th horsepower. That's what the word means. The problem is very closely related to what I have in mind when we say "work." We start thinking about a unit of production instead of about a human value. Until we start thinking about work as a human value and go on to think about the rest of what it includes, we're going to misconceive the placement function.

I don't know what I'm talking about. As far as I'm concerned when I try to figure out my philosophy I can carry it to four or five end words which I can't define and which I can't justify as values. These words are love, which comes at the top, and then I guess the other three are learning, beauty, and work as human values, not as in the case of work, a unit of production. I don't know why this is. I only know that as I think back over things, most of the professional satisfactions are some way associated in my mind with having been terribly tired at the time. Work has got to be conceived of as a human value as well as a unit of production. We've got to start working on that word to make it serve our purposes better. Service in some way has got to be written into it. The advantage of the hard sciences is that when they run into a problem of this kind they find a new word, or a new symbol, then all of the particles of thinking get sluffed off and you can move ahead with a new, clean word. We don't do that because we have to depend upon persuasion. You need old words to persuade and so we get into this terrible bind.

We're still talking about work. When we say that word we think of men working on an assembly line or something like that. But yet by 1980, two out of every three people in the work force in this country are going to be in service occupations rather than in production occupations. We've skewed all of our thinking by that word, work. We've got to rebuild back in the value of work which is outside the labor force. Let's say that two people go to a hospital one morning at 8:00, one to work in the parking lot for $2.50/hour, and the other to work all day on a volunteer basis. What one does becomes part of the gross national product, while what the other does doesn't count at all. What's gotten into us? We count as work only those things that go into the computation of that statistic which has great value to the working of the economics of the country, but doesn't have any relationship at all to the human values that are involved in what we're talking about.

We've got to start talking about careers as well as vocations. We've got to include leisure into what we're talking about in this whole picture. I would go on to do more about that except Carl McDaniels made this the subject of his speech two years ago to this conference. I rather suspect he may come back to it tonight for he said that it is his thesis that career development must be involved with a person's total life, including work and leisure. If we are talking about placement, we're going to have to take into account a good deal more than the traditional things that we've talked about when we have used the word work.

The third new dimension is a coupling of adult with youth placement in guidance and counseling functions as part of a new concept of a lifetime continuum of interchanges between education and work; between learning and earning a living; between developing and using our talents. This is more than just a placement question, but placement is very much a part of it. We have gotten into the most ridiculous situation in which we have divided life into three time traps by counting youth for education, adulthood for work, and older age for the denial of the opportunity to indulge in either of these two occupations. It has become reality because at least in part it first became custom. There may have been reasons for it before, but there's no reason now for dividing life into these three time traps and saying to take them in order. Is this a direct part of the placement problem? It certainly is. It's a very important part of the placement problem. It is simply absurd that we still persist in the notion that all of education should be taken at one long uninterrupted sitting. It's only a matter of a few years now until a considered break becomes a standard option as far as the education of kids is concerned. A year or two will be taken out to, among other things, greatly improve the value of subsequent educational opportunities. That's very close, but it won't work unless it is a considered break with institutional provision for their coming back in as well as for their going out, and for whatever they are to do while they are out. It's a function which the schools will not properly perform alone and which ought to be performed on some kind of community responsibility basis.

It's a ridiculous reflection of something that there are 51 million adults in this country without a high school education. We ought to make provision forthose adults in one way or another to pick up that high school education if they want to. We talk about our social contract in this country; a contract with each other to provide twelve years of free education. We didn't write it in, but it's there in the fine print. I don't really think we meant that it is all to be taken when young, or not at all. That's ridiculous. There ought to be full opportunity for those people who didn't do this when they were young, to do it now.

When you start thinking through the equal rights for women, you've got to move pretty quickly past the importance of a constitutional amendment and go on to a recognition of what equality of opportunity means as far as women are concerned. I'm talking about adult women. At the risk of chauvinistic misstatement, I can make a better case for one or two years of free public education in connec[illegible]th maternity service than I can for such educatio[illegible]ec-

tion with military service, and for about the same reasons. Somebody is required to move out of what he/she was doing to serve the public good, and now he/she wants to move back in. We say to the soldier that we'll give him super seniority. You can pick up right where you were before and we will also give you two or three years' training to pick up where you would have been otherwise. We ought to work out the same thing as far as the amalgamation of careers and motherhood is concerned.

I can make a better argument for a year of free education at age 60 to 65 than I can for another year of free education at age 16 to 20. We aren't going to go on much longer on these twin fallacies that security is life's ultimate door prize and retirement is an unskilled occupation. That is just nonsense. We ought to move very quickly to the implementation of the course that many people at mid-career desire to do something different from what they have been doing. In West Germany and France two years leave of absence is part of the employment contract. It's paid for at 75% of the individual's current earnings. It's paid out of the unemployment insurance fund. How much more sense it makes to pay somebody to take one or two years of retraining when a machine is about to take his/her job than to wait and then have to pay the individual unemployment insurance. There is every argument to be made for at least a year of deferred educational opportunity being built into the whole system. Then, when you start thinking about the placement and the counseling and guidance functions that go along with this, it seems that the argument almost becomes self evident that what we're talking about is misperceived or misconceived of if we talk about it only in terms of problems of moving youth from education to work. If I am wrong functionally, I am sure I am right politically.

I don't think that we are going to get an effective counseling and guidance and placement program for this country as long as we think about it only in terms of kids and the youth problem. Mrs. Wirtz and I, like everybody else, dropped out of PTA the minute our youngest child finished school. Sure we are in favor of doing everything we can for the next generation. We aren't going to do anything about it until we build in the need for this kind of thing as far as adults are concerned. We need a coalition constituency for change if we are to have an effective placement and counseling and guidance program. The kids don't vote and the parents stopped being interested in them at the parents' age of about 40. At that point at which we start building a coalition of educators, of youth, of women who face this particular problem, of older people who are increasing in number and in percentage control every year, and then start

building in those who have an interest in mid-career change, we will get an effective placement and counseling and guidance program. I don't think we will before then. So as a matter of political pragmatics rather than in terms of humanism or anything of that kind, I say that we better start talking about a placement and guidance and counseling program which covers all of us.

Summary and Conclusion

Now in conclusion, summarizing very briefly, I have suggested that the three dimensions of placement involves, first, the development of a collaborative school-community process at the local community level. Second, they involve the development of the recognition of a broader concept of what it is we are placing in or for, and the substitution of some new thinking in place of what that word "work" brings to our minds. Third, we must think of the placement and the counseling and guidance problem as part of the development of a continuum, a lifetime continuum of constant interchange between learning and earning a living, between education and work.

I realize that perhaps it will seem that I have talked too much about what are actually horizons rather than new dimensions and have paid too little attention to what you and I all know are the chores which are so large a part of the placement offices of the counselors, guidance officers functions. I don't think so. It is a mean job. It seems to me that placement officers are somewhat peculiarly entitled to remind themselves of the three stone masons of Shart who were asked what they were doing. The first one answered that he was cutting stones. The second answered that he was making a living. The third responded that he was building a cathedral. It does make quite a difference how we think about what we are doing. I believe quite sincerely that the guidance and counseling and placement function is today the most seriously underdeveloped function in the whole human resource delivery system. I mean that, with the possible exception of the kindergarten, first, and second grade teachers, it seems to me that the placement officer is in a position to make a larger difference at a particular point in a life than any of the rest of us who teach, or anybody outside education. I mean that quite sincerely. I think the largest improvement in the whole human resource development and delivery system will come fastest if we do something better about the placement and the counseling and guidance functions. I believe furthermore that those in this profession are particularly positioned, standing between what we have been calling the two worlds of

education and work, are particularly positioned to say, two worlds--nonsense. There is only one world and its name is life. It seems to me that you in this profession have a superior opportunity to be architects of community, of life, and of the future. It does seem to me that the new dimensions as far as placement and counseling and guidance are concerned are new horizons, and nothing else.

Thank you.

IMPERATIVES REGARDING PLACEMENT SERVICES IN SECONDARY SCHOOLS

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How would you like to be labeled a "practicing philosopher"? Does that sound like an "ivory tower" title suitable for some college professors but entirely unsuitable for the practical, hard-working, dedicated educational personnel attending this Conference on Placement? It has been said that all of our quality leaders are practicing philosophers (1, pp. 16-20). Assuming that each person attending this conference is a leader, and assuming that if you are not already a "quality" leader you would like to become one, I am going to approach the topic of today's discussion from a philosophical point of view. The concepts that I want to discuss with you represent my personal philosophy about Placement Services in a Secondary School. In order for you to become a "practicing philosopher" you will have to first seek your own philosophy concerning Placement Services and then determine how to put this philosophy to work in the setting in which you work.

A philosophy concerning placement services cannot be constructed in isolation; it must be consistent with the ideals of our American democracy, with the goals of American education, and with the purposes of Secondary Education.

Walter Hoving has defined America's purpose in this way:

> The true goals of the American way of life is the creating of a self-reliant, individually responsible, self-disciplined, well-educated and spiritually oriented people. (2, p. 148)

If America is to accomplish its goals, education has a heavy burden of responsibility. The American Association of School Administrators' Commission on "Imperatives in Education" called attention to the relationship of the school to society in its introductory statement:

> What the school is and what it has done since the beginning of public education in this country have been inextricably related to the wants and needs of people--to their hopes

> and expectations, to the ideals that give direction to their thoughts and actions, and to the circumstances in which they live. The values which people cherish; the priorities assigned to these values; the theories that hold promise for giving a sense of order, unity, and efficiency to what people do; and the cultural climate that prevails at any given time in large measure shape the educational program. (3, p. 20)

The goals of secondary education have been restated several times since they were originally presented in 1918 as "The Seven Cardinal Principles of Education." Each unit of the secondary school and each individual within the unit must consider the question, "What is my responsibility for carrying out the purposes of secondary education?"

The goals of secondary education have always included a goal concerning vocations. For many years, secondary schools have demonstrated the belief that they had responsibility for guidance of students regarding their continuing education. A serious study of the philosophical concepts to which I have briefly referred brings me to the conclusion that the secondary school has the same responsibility for the guidance and placement of students in the world of work as it has for the guidance and placement of students in education beyond high school. In this discussion, I am defining placement to mean the placing of a student in a job (part-time or full-time) for which he or she is paid. It should also be pointed out that in this discussion I am referring to organized placement services.

In order to carry out this responsibility, I believe that five imperatives should be considered: (1) clearly stated goals; (2) qualified personnel; (3) adequate time and facilities; (4) cordial interpersonal relationships; and (5) advisory groups.

Goals. The difference between a philosophical approach to a problem and a pragmatic approach lies in the statement of goals and objectives. In a philosophical approach, goals are stated in terms of "what ought to be" instead of "what is." It is at a later time that short-term objectives may have to be stated in terms of realistic conditions. In my own philosophy, these are the goals related to placement services that I feel are essential:

1. Placement of graduates in full-time or part-time jobs

2. Placement of early school leavers

3. Placement of students (other than coop. students) in part-time jobs

4. Coordination of pre-placement training for high school students and graduates seeking employment

5. Advising students of occupational opportunities available through continuing education

The only one of the above goals that needs discussion with this audience is Goal #3. It is my personal belief that unless priority is given to cooperative students for placement in part-time jobs this goal should be deleted. My belief is based on the theory that students receiving training concurrent with on-the-job experiences are more likely to benefit from those experiences. We will discuss this problem further when we consider the imperative, "interpersonal relationships."

Personnel. The second imperative is that personnel who provide placement services must have the personal and professional qualifications to carry out the above goals. The individual or individuals who provide these services will work with personnel in business and industry; with students and parents; with vocational educators, particularly teacher-coordinators; with guidance personnel; and with various advisory groups. They must be mature individuals with the recognized ability to work well with both young people and adults. They must be able to command the respect and confidence of employers and other business and professional leaders in the community. They should be knowledgeable about vocational education, about occupational adjustment, and about occupational advisement. They must have the amount, the variety, and the quality of occupational experience that will make it possible for them to analyze the needs of business and industry. They should have demonstrated competence in both oral and written communications.

Time and Facilities. The third imperative has to do with adequate time and facilities. A close look at the tasks that must be performed in order to carry out the goals included in my philosophy will show that placement services cannot be provided without adequate funding for personnel and for facilities. The innumerable tasks that are essential to successful job placement cannot be tacked on to

another full-time job without detriment to the quality of the full-time job as well as to the quality of the placement services. Philosophically, critical tasks are derived from goals. Let's look at the critical tasks related to the goals I proposed earlier. I have grouped the tasks around the five goals and two important aspects of placement: administration and public relations.

1. Placing Graduates in Full-Time or Part-Time Jobs

    a. Determine job needs

        (1) Survey seniors prior to graduation to determine job needs

        (2) Prepare file of seniors seeking employment

        (3) Interview seniors who indicate need for full-time jobs

        (4) Interview seniors who indicate need for part-time jobs

    b. Refer seniors to jobs

        (1) Arrange pre-employment training for seniors

        (2) Contact potential employers regarding placement of graduates

        (3) Prepare news article regarding placement

        (4) Before graduation publicize job openings via public address system, bulletin board, and school newspaper

        (5) Provide card of introduction to each senior who goes for job interview

        (6) Obtain report from employer following each interview with graduating senior

2. Placing Drop-outs

    a. Identify drop-outs

        (1) Set up system of communication with guidance office, attendance officer and other staff members

        (2) Seek assistance from students in school regarding drop-outs

b. Analyze problems of drop-outs

(1) Analyze school records

(2) Study juvenile court records if appropriate

(3) Determine reason and problem areas which caused student to drop out of school

c. Advise drop-outs

(1) Mail brochure to drop-outs

(2) Encourage drop-outs to come for individual conferences

(3) Encourage parents to come for individual conferences

(4) Have drop-outs complete interest survey

(5) Provide interest and ability testing services to drop-outs

(6) Make drop-out aware of psychological services available in school and public health divisions

(7) Make drop-out aware of career opportunities in the military service, police cadet programs, and other government work programs

(8) Explain GED and other ways to obtain high school diploma

d. Prepare drop-outs for job placement

(1) Arrange individual and/or group pre-employment training

(2) Provide advice concerning occupational adjustments

e. Place drop-outs

(1) Contact business and industry leaders who may employ drop-outs

(2) Seek assistance of Advisory Committee in placing students with special problems

(3) Work with employment commission in placing drop-outs

f. Follow-up drop-outs

(1) Talk with employers about strengths and weaknesses of drop-outs

(2) Advise drop-outs concerning job problems

3. Placing Students in Part-Time Jobs

a. Identify students seeking part-time employment

(1) Prepare survey form

(2) Arrange with administration for survey of student body

(3) Prepare application form

b. Assess student needs and wants

(1) Interview students

(2) Examine student permanent records

(3) Provide for tests when appropriate and feasible

(4) Utilize student interest forms

(5) Identify disadvantaged or handicapped students

c. Identify employment opportunities

(1) Prepare occupational survey form

(2) Seek cooperation of vocational teachers in conducting an occupational survey of the community

(3) Become familiar with job requirements

(4) Seek assistance of Advisory Committee

(5) Determine legal restraints, if any, concerning proposed part-time jobs

d. Refer student to jobs

(1) Prepare card of introduction for students

(2) Prepare form for employer to report result of interview

4. Coordinating Pre-Placement Training

a. Arrange for ten-hour pre-employment classes for part-time students prior to special seasonal employment

(1) Survey to determine interest in pre-employment classes

(2) Determine availability of courses provided by distributive education or other vocational education personnel and arrange for teacher(s)

(3) Assist in arranging physical facilities for classes

(4) Assist in publicizing pre-employment classes

(5) Provide recognition to students for completion of pre-employment class

b. Arrange for ten-hour pre-employment classes for seniors seeking full-time or part-time employment

(1) Survey to determine interest of seniors in pre-employment classes

(2) Arrange with vocational teacher to teach class as a part of his adult education responsibility

(3) Provide recognition to seniors who complete a ten-hour pre-placement class

(4) Arrange mini-courses for specialized employment (e.g., child care, gift wrapping)

(5) Provide individual advice to students

5. Advising Students of Occupational Opportunities Available Through Continuing Education

a. Provide information about continuing education

(1) Obtain information about continuing education opportunities from community colleges, technical schools, and adult education services

(2) Obtain information about educational programs provided by business and industry

(3) Make file of above information available to graduates and drop-outs

b. Advise graduates and drop-outs about continuing education

(1) Advise graduates who drop-out of college about community college and adult education offerings

(2) Advise drop-outs from high school about GED test

(3) Advise drop-outs from high school about night school offerings

6. Administration

a. Select and train secretary

b. Develop an adequate filing system

c. Purchase equipment and materials

(1) Select and purchase file cabinets

(2) Select and purchase card files

(3) Select and purchase office furniture

(4) Select and purchase typewriter

(5) Select and purchase dictation and transcription machine

(6) Select and purchase audio-visual equipment for training

(7) Have stationery printed

(8) Procure training materials

d. Arrange for telephone service

e. Survey job market

f. Develop appropriate forms

   (1) Application

   (2) Student survey

   (3) Employer follow-up

g. Develop a system of communication with

   (1) Students

   (2) Employers

   (3) Parents

h. Participate in in-service training

i. Prepare reports

j. Prepare requisitions for reimbursement

k. Evaluate each component of the program

l. Determine immediate and long-range goals

m. Establish priorities through developing a program of work

n. Prepare annual budget

o. Establish and work with Advisory Committee

   (1) Prepare suggested list of Advisory Committee members for superintendent

   (2) Prepare letter for superintendent to send to Advisory Committee members

   (3) Arrange time and place for meeting

   (4) Mail announcement of meeting

   (5) Prepare tentative agenda for meeting

   (6) Preside at first meeting until election of chairman

(7) Elect chairman and secretary

(8) Prepare background information for meeting:

(a) Need for Placement Service

(b) Purposes of Placement Service

(c) Relation to other Placement Efforts

(9) Identify functions of Advisory Committee

(10) Keep official records of Committee meetings

(11) Serve as ex-officio member of the Advisory Committee

p. Develop cordial work-relationship with:

(1) Vocational teacher-coordinators

(2) Vocational teachers

(3) Guidance counselors

(4) Principal

(5) Faculty

7. Public Relations

a. Prepare and distribute descriptive material

(1) Prepare and distribute brochure

(2) Prepare articles for local newspapers

(3) Prepare articles for school newspaper

(4) Prepare letter to prospective employers

(5) Prepare and utilize a business card

b. Publicize program via radio

c. Publicize program via television

d. Make personal appearances to explain Placement Service to:

(1) Civic groups

(2) Business groups

(3) Board of Trustees

(4) Faculty

(5) P.T.A.

e. Sponsor Special Events (e.g., Career Fairs)

f. Maintain attractive physical surroundings

It is obvious that in order to perform these tasks clerical assistance will be needed. It is very uneconomical to have professional personnel perform sub-professional tasks. It is also obvious that suitable facilities, including equipment and materials as well as space, are essential if the stated mission is to be accomplished.

Interpersonal Relationships. The fourth imperative is related to cordial interpersonal relationships. Regardless of the way placement services are provided in secondary schools, a number of different types of people are going to be concerned about placement activities. Teacher-coordinators in the various vocational areas are employed with a specific responsibility for providing placement of students in part-time jobs that will provide on-the-job training coordinated with instruction received in the classroom. Other vocational teachers have as their primary concern the placement of their graduates. As a matter of fact, the placement of graduates of a particular vocational course, such as welding, is usually considered a vital part of the vocational teacher's job. Guidance counselors have a primary concern related to the occupational counseling aspects of placement, but they also have a concern related to selection of high school courses, to scheduling problems, and to personal problems. The principal and the faculty are also concerned with placement activities. The principal has a vital concern because the provision of placement services is an integral part of the total school program. Since these services have public visibility, there is special concern that the quality of the placement services reflects favorably on the school. The superintendent and the school board have this same concern. The faculty concern varies with individual faculty members. Some view placement services as a nuisance because at times students are called from their classes or because they feel part-time jobs interfere with the students' school work. Other faculty members look with

favor on the various placement activities because they feel that the students are being helped by these services. With all these individuals having varying concerns about placement services, it is easy to see the necessity for establishing cordial working relationships so that cooperatively the established goals can be accomplished.

Advisory Groups. The fifth imperative relates to advisory groups. You will note that this says "group with an s," meaning that in addition to working with an advisory committee, personnel providing placement services should work closely with other groups in the community concerned with placement of young people. It is my belief that an advisory committee should be appointed by the superintendent to assist in determining immediate and long-range goals related to placement services; to assist in "opening doors" to business and industry; to identify individuals and groups to help in making placement and counseling effective; and to assist in evaluating placement services offered by the school. Members of the Advisory Committee should include a representative of the local or area Employment Commission and representatives of business and industry known to be interested and concerned about young people. A teacher-coordinator, a guidance counselor and the principal should also be invited to serve on the Committee. The Advisory Committee can identify other groups in the community that should be contacted. For example, some of the programs established to assist the disadvantaged are: (1) Work Study; (2) Neighborhood Youth Corps; (3) The Manpower Development and Training Act; (4) Job Corps; (5) Work Incentive Program; (6) Job Opportunities in the Business Section; (7) Vocational Rehabilitation; (8) Urban League; (9) Industrial Work Experience Programs; (10) CETA.

In my opinion those who sincerely believe that schools should give the same emphasis to placing students in jobs as they now give to placing students in colleges of their choice should become "practicing philosophers." I believe that your presence at this conference indicates that you have this belief. I have presented my philosophy in terms of five imperatives. Now it's up to you to formulate your own philosophy and to then analyze a way or ways your philosophy can be put into action. Very best wishes in this endeavor!

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THE PROVISION OF PLACEMENT SERVICES: ROLES FOR EDUCATIONAL PERSONNEL

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> No step in life, unless it may be the choice of a husband or wife, is more important than the choice of a vocation. The wise selection of the business, profession, trade, or occupation to which one's life is to be devoted and the full efficiency in the chosen field are matters of the deepest moment to young men (persons) and to the public. (Parsons, 1909, p. 3)

As the superordinate goal in the process of learning and career development, placement was viewed by Parsons as the guidance service outcome based upon the essential ingredients of choice, selection, vocation, and life. Translating the above into a contemporary point of view, we suggest the following:

Career development is something that happens to people--by choice or by chance. What a person does is an expression of what that person is. How well a person is doing, is the measure of what that person becomes. How well a person likes doing, becomes an expression of individual happiness. If placement through choice with assistance is a superordinate goal in learning and career development, then why are we faced with a 1976 crisis the proportion of which has prompted the General Assembly of Virginia to enact Senate Bill, S647--"An Act to amend the Code of Virginia by adding a section numbered 22-04-1, relating to employment counseling and placement services in public schools." That the crisis is of national proportion is evident by S.2777 introduced December 11, 1975 in the Senate of the United States, "A Bill to provide comprehensive employment counseling and placement services to youths, by establishing a Youth Employment Service, and for other purposes.

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The purpose of this paper is not to trace theeducational, political, social, religious, or economic reasons for the placement crisis. We could, as many others have attempted, engage in a "witch hunt" to unravel the mystery of who the culprit is. To dispose with such an unnovel approach, we shall take a cue from Agatha Cristie's controversial book, The Murder of Roger Ashroyd (1926), in which she revealed the killer as none other than the book's narrator. Paraphrasing "Pogo's Stick," "we have met the enemy and they is us." It may not be us in an individual sense, but rather in the way we collectively, and collaboratively perform our roles in placement process.

Rationale - Roles for Educational Personnel

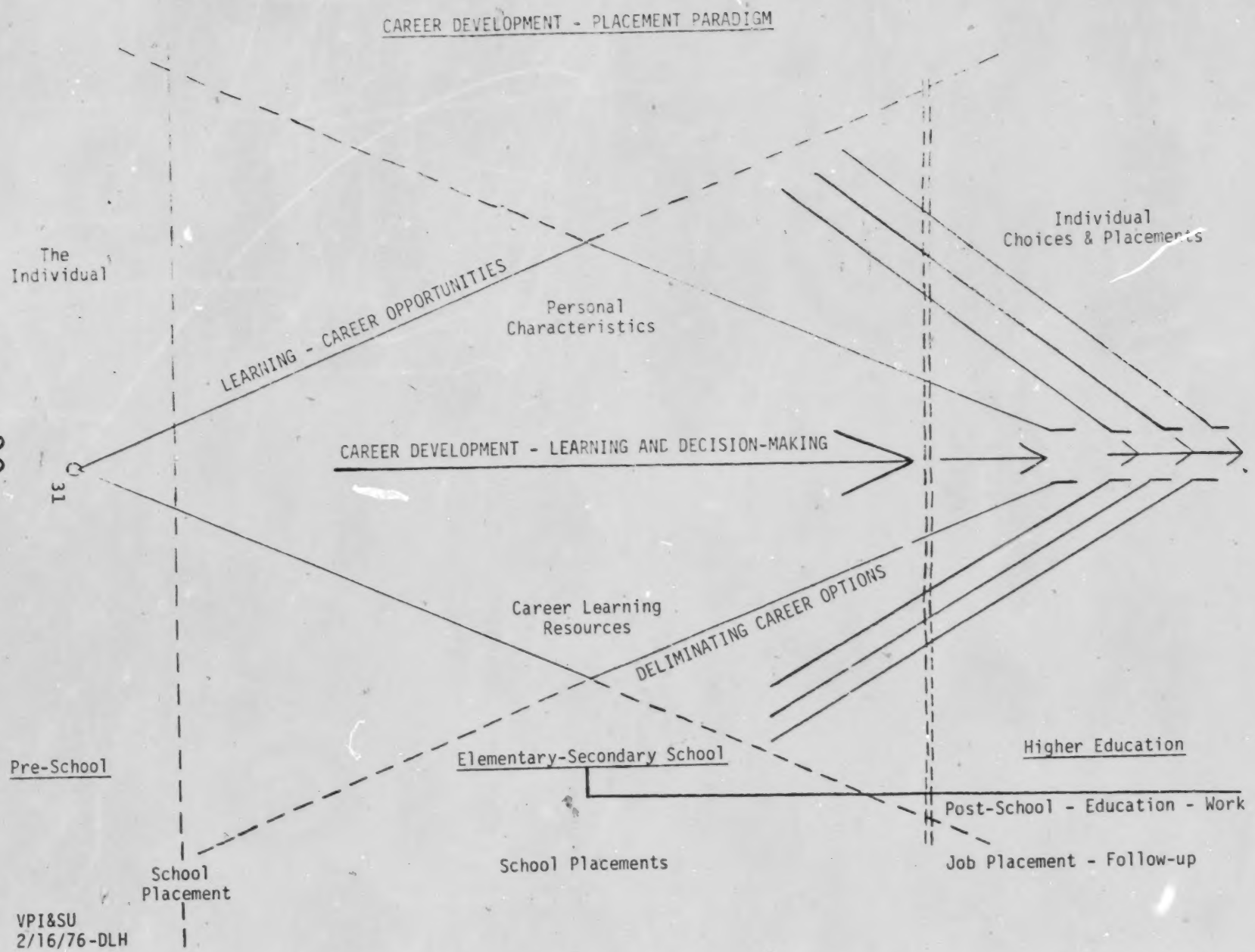
If we take the position that placement is an act of moving from one place to another, and career development is a series of placement steps (process), there is a basis for declaring that all school personnel share placement responsibilities. Each person in the educational enterprise, however, has an individual role(s) to perform. Job placement, as an act without its identification to the career development steps would, indeed, require a stretch of the imagination on the part of many educational personnel to accept the notion they have a role to perform. Roles vary for educational personnel as they relate their expertise and to their identified function in the career development process of students.

A simple graphic paradigm may clarify the process as it relates to a job placement act.

What is obvious from the graphic (CAREER DEVELOPMENT - PLACEMENT PARADIGM) is that as the individual experientedly learns, options are narrowed to the point of choice and job placement. Therefore, roles can be identified in two "placement" categories--Career Development Placement and Job Placement.

The individual begins a life of learning with the entire range of options in the world of work. Through career education and career counseling assistance, the process of career development and a series of school placements occur during the school years of boys and girls. Learners build upon experiences and reality testing, resulting in a selective delimitating of options related to personal interests, aptitudes, achievement and aspirations. During this processes period all educational personnel with whom the learner comes in contact will perform placement roles.

Career development, viewed concomitantly with the placement paradigm further suggests the series of possible choices


CAREER DEVELOPMENT - PLACEMENT PARADIGM
The Individual
LEARNING - CAREER OPPORTUNITIES
Personal Characteristics
Individual Choices & Placements
CAREER DEVELOPMENT - LEARNING AND DECISION-MAKING
Career Learning Resources
DELIMINATING CAREER OPTIONS
Pre-School
Elementary-Secondary School
Higher Education
Post-School - Education - Work
School Placement
School Placements
Job Placement - Follow-up
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and job placements (illustrated by consecutive arrows) during a person's life. The concept illustrated is supported by the contemporary belief in the theory of life career development (Gysbers, N. and Moore, E., 1975). In contrast to the original version of Parsons' vocational placement act (Borow, 1975), the life career development process encompasses a series of placements, culminating in the entry job placement choice and act.

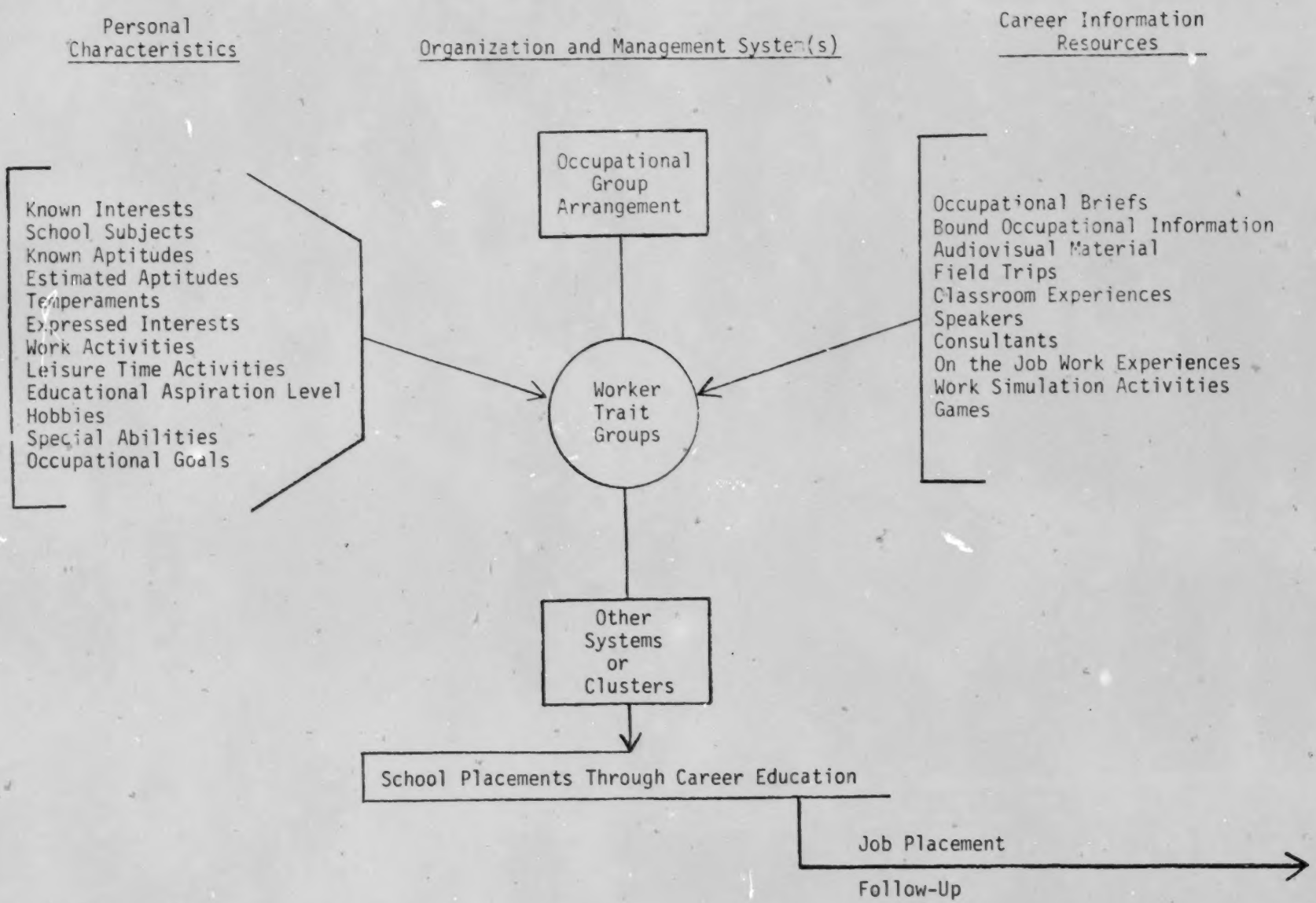
A second graphic (LEARNING AND DECISION MAKING COMPONENTS - CAREER DEVELOPMENT) depicts the essential ingredients supporting the school placement and career learning programs. As a result of career guidance and career education, personal characteristics are developed through knowledge and experience. Organization and management systems are structured to depict the scheme of the world of work and to provide a logical access for students to search for accurate information on which to make decisions. Such a system also provides a job placement service with a profile of the individual which is consistent with job classification systems.

Ingredients contained in this second graphic, when placed within the horizontal diamond of the CAREER DEVELOPMENT - PLACEMENT PARADIGM, provides for a systematic approach to school programs (and a series of placement-learning steps) culminating in entry job placement. These learning and decision-making components are further applicable beyond entry job placement when new placements are made in the life career development process.

Seeing Clients Through Placement - A Note for Counselors

Just as the ultimate question in counseling is, "What do you really want to do?" the ultimate test of a client's career choice is the reality of entry job placement. It is at this point where the career counseling process can so easily break down. It is the point where the school is in danger of disposing of their clients before success or failure of career education and career counseling can be tested against reality. Client-centered counselors can experience relief from failures when clients no longer return for counseling. Test givers can get rid of their clients when the test results have been interpreted, and, the educational enterprise can escape the reality of their own work (Hoppock, 1976, p. 89). The quality of career education and career counseling will deteriorate when career counseling is separated from placement, and when directors of guidance and career counseling permit their counselors to escape from the chastening experience of seeing their own clients through placement (Hoppock, 1976, p. 88).

LEARNING AND DECISION-MAKING COMPONENTS
CAREER DEVELOPMENT



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Essential Roles in the Placement Process

For the superordinate goal in the career development placement process stated earlier, the following essential teaching and counseling roles would seem appropriate for personnel in the educational enterprise:

1. Promotion of an understanding on the part of each student, the worth and basic dignity of work.

2. Development of each student's ability to appraise one's self and one's environment as a basis for decision-making.

3. Assisting students in understanding the meaningfulness and value of learning as it relates to careers.

4. Assisting students through extensive career guidance services in the development of a career plan.

5. Providing students with accurate information about vocational education and other curricula as to their relative importance in specific occupational groups.

6. Providing students with orientation to occupational clusters, families, worker-trait groups, and field and level classifications of occupations.

7. Providing the basis for courses of study in all curricular areas for the purpose of integrating school subjects with student's occupational interests.

8. Providing exploratory experiences for students to potential aptitudes related to occupational clusters.

9. Assisting students to understand how various career choices will affect one's future in a job market.

10. Assisting students to develop job search skills and use job placement services in the education to work transition.

Obviously, the fulfillment of the above 10 roles acquires a systematic plan, assignment of specific functions, and administrative support for personnel and resources. These roles would involve all educational personnel and appropriate non-school resource persons. Having effectively performed these roles, we could expect a knowledgeable, skilled and experienced student who would possess a readiness to utilize job placement services.

Job Placement Functions

Job placement functions must be interrelated with the learning and career guidance programs of the educational system. Placement, viewed as a continuing process in life career development, must be a part of rather than apart from the guidance, counseling, placement, follow-up and follow-through system.

Specifically the job placement functions identified in the nine exemplary pilot Virginia Placement Services programs are:

1. Placement of graduates in full-time or part-time jobs;
2. Placement of drop-outs;
3. Placement of students in part-time jobs;
4. Coordination of pre-placement training for high school students and graduates seeking employment;
5. Advising students of occupational opportunities available;
6. Administration; and
7. Public relations.

Identified roles in support of the above functions are depicted in the Special Interest Group's reports to follow in this publication of Conference Proceedings. There must be an acceptance of specifically identified roles in the placement process by all educational personnel, and there must be a coordinated job placement service if we are to achieve the superordinate goal of assisting students in the step from education to work.

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TO PLACE OR MISPLACE: THAT IS THE QUESTION?

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TO BE, OR NOT TO BE: THAT IS THE QUESTION:
WHETHER TIS NOBLER IN THE MIND TO SUFFER
THE SLINGS AND ARROWS OR OUTRAGEOUS FORTUNE
OR TO TAKE ARMS AGAINST A SEA OF TROUBLES,
AND BY OPPOSING END THEM.

Hamlet

By William Shakespeare
Act 3, Scene 1

For well over fifty years placement has enjoyed some measure of public and professional support. To be sure the support has ebbed and flowed at all levels--local, state and national. There have been some consistent supporters through:

The National Vocational Guidance Association

The Veterans Administration

The U.S. Employment Service and State Affiliates

The U.S. Rehabilitation Services Administration

The National Employment Association with its 2,000 institutional members

To be sure some public school systems such as Baltimore, Maryland, have had flagship placement programs but duplicates have been few and far between. Colleges and universities by contrast have demonstrated over the years a clear and consistent pattern of support for placement programs for their graduates.

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There does appear to be somewhat of a general design of interest over the last half century. Returning veterans have seemingly ignited a revival of interest in placement after each World War. Also periods like the great depression naturally led to more concern for helping people to find suitable work in a tight job market. It may well be that the current high unemployment rate has something to do with the interest which is clearly being expressed in the United States. All the signs are present for emerging out of a cycle of unconcern for placement to a cycle of deep concern. The last two decades or so have been characterized, at least from a manpower standpoint, as an employee's market, that is, unemployment has been relatively low, job prospects relatively bright, and education reasonably available and at low cost for most people. The mid-1960's was a period when there was much talk, writing and some evidence that we were well on the way to becoming a "workless society"--beset by the problems of automation. The advice by the futurist of those days, people like Don Michael, Robert Theobold and others was that a great bulk of the labor force would all be automated out of their jobs. Therefore, there wasn't much need for job preparation or placement.

It is hard to assess the real impact of these and other past conditions, but there are clear signs that the reality of the labor market, economic indicators and shifting population trends have once again made it necessary to emphasize placement. The watch words of today are characterized by:

Equal Employment and Pay Demands by Women and Blacks

Limited Work Experiences For Teen Age Youth

The Highest Unemployment in 40 Years

Concern for Mid-Career Job Changes

A Growing Number of Underemployed

Increased Clamor for Accountability in Public and Private Programs

In addition to the general social indicators just noted, there are some rather specific calls for placement programs which are at various levels of influence development.

National Level

At the national level, bills introduced in both the House and the Senate call for greater attention to placement both as part of proposed revision of Career Education and

Vocational Education legislation. Recently though, Senator Lloyd Bentsen (D - Texas) has introduced comprehensive legislation regarding the single subject of placement--S2777 The Youth Employment Act. If enacted, this legislation would dramatically alter placement services in schools.

Two national leaders, John Sawhill, President of New York University, and William Norris, Chairman of the Board of Control Data Corporation, writing in the Special Career Education section of the November 16, 1975, New York Times candidly called for more career help for people at all ages and stages throughout life. They both emphasize developmental rather than short term "next step help."

There is continuing indication of expanding national support for career education, which by definition includes the concept of a vital placement service. A recent Gallup Poll, for example, showed public sentiment in support of career education at the 90% level.

The National Advisory Council on Vocational Education (1972) has since its Sixth Annual Report in 1972 called for increased emphasis on placement in schools. Many of the State Advisory Councils like ours in Virginia have called for similar redirection. Collectively they represent a considerable nation-wide body of opinion.

Evidence of Student Interest

While there have been substantial indicators of organized public support for increased placement services, at the same time there is growing student concern generally about their career development and specifically about placement help. Probably the national study which reflected this concern most clearly was that conducted by the American College Testing Program (1973). The ACT research found overwhelming needs expressed by students in the career planning and job placement areas. Actually these came just about at the top of the list of needs students felt the schools were not providing for them.

At the state level a number of studies report the same results--Tennessee (1973), California (1975), and Missouri (1975) to mention three. In a widely discussed study conducted in Virginia for the State Advisory Council for Vocational Education (1974) nearly identical results were found. Students wanted and needed more career planning help and specific information about job interviewing and job opportunities.

Just today the Roanoke Times (1976) reported on the job placement program at William Fleming High School. In a follow-up program with graduates there were strong statements of support for the placement service and a clear expression of need for more assistance in funding employment and additional vocational counseling help.

So, the call To Place Not to Misplace seems to be sounding loud and clear throughout the land. The trend of recent events point to this as well as strong support in both public policy changes on the drawing board or in action and student requests for placement help. It is this clarion call for placement assistance for all people which must be the fundamental basis for our long range humanistic response. In short, because it is the right thing to do for the students we serve.

Reactions from Education Community

Higher Education

Most colleges and universities have long sensed the importance of an active placement program. Even in the best of times they have provided a forum for graduating students and employers to arrange mail contacts, interviews, and the like (Change, 1975). Now in the current rejuvination of interest in the field there is a greatly expanded placement effort. In many instances new developmental linkages are being forged between counseling and placement centers. A more developmental approach is being emphasized as its placement need of special groups such as women and minorities. The December 15, 1975, issue of U.S. News and World Report (1975) cited the enlarged efforts of colleges and universities to assist students to find the best avenue to an appropriate career. They reported on over 100 credit and non-credit type courses to aid in this process currently in try-out form. A Columbia University program is most often cited for its DIG (for Deeper Investigation of Growth) program in which considerable time is devoted to serious job hunting techniques.

Menke and Redgner (1975), both of Arizona State University, report in the Winter, 1975, issue of the Journal of College Placement on what they see as a greatly expanded role for placement in their institution and propose a model for others to follow. In addition to a comprehensive all-university role, they outline new ways to respond and to be responsive to faculty, students and alumni with current information concerning placement.

Another interesting effort is a consortium of small private mid-western colleges which have banned together into a joint placement service for students. Bob McClary heads this cooperative in Sioux City, Iowa.

The role of placement in the community colleges, in Virginia and elsewhere, is somewhat less clear. There are some indications now though of greatly increased attention. Every community college in Virginia now appears to have some type of organized placement activity. Wytheville Community College, under the leadership of Bill Jennings, is in the second year of a pilot program to expand and enlarge its entire placement service to students. Initial results appear promising and may well provide a model for the state and indeed the nation.

Mary Glenn (1973) has outlined an excellent set of guidelines on how to organize the placement and follow-up services in the community college and why. She clearly implies it may well be the single most important institutional non-teaching function in the community college.

Secondary Schools

The reaction to an evident increased demand for placement services in secondary schools has been mixed at best. Placement services where they have been well done seem to genuinely show a solid public support. An outstanding example of this was an intensive placement effort in Detroit on hard to place individuals. Another success is reported in Oak Ridge, Tennessee (Worth, 1973), in the Training and Technology Program (TAT for short). Here an extremely close relationship developed between the teaching and the placement effort and a high degree of satisfaction over a six-year period is reported.

Special programs for handicapped young people of school age have been reported as being especially effective. A special case of close cooperation with Vocational Rehabilitation has resulted in very high placement success in the near-by Roanoke County Occupational School. Similar success stories have been cited in Battle Creek, Michigan, and Eastlake, Ohio. Cooperation between Vocational Rehabilitation counseling and schools has frequently yielded promising results (USOE, 1975).

The best results at the local level in Virginia seem to be inspired only by the support of state or federal funding. Many of these programs are indeed developing some good models for use throughout the state, but overall there has

not been a dramatic shift toward enlarged programs. Perhaps sensing this, the 1975 session of the General Assembly passed Senate Bill 647, which directs all Virginia high schools to make available for its students beginning in September of 1976 Placement Services (General Assembly, 1975). The implications of this legislation are, of course, enormous. What has happened is that a state governing body has felt so strongly about the need for a school program they ordered it. Similar action has taken place in Tennessee and Florida in parallel situations. Regardless of the reason there is now a clear state policy to provide placement services for all school leavers--graduates and non-graduates. The public concern in Virginia for placement could not wait on the school systems to act--it was mandated To Place--Not Misplace.

Studies have been underway to implement more voluntary placement efforts in the states of Mississippi, South Dakota, California, Indiana, Arkansas, Idaho, and Wisconsin. These programs are attempting to develop good plans for state-supported public school oriented placement activities. In most cases, these efforts are with the support of federal funds.

Alternatives For All Ages

Today's multi-talented youth and adults are looking at much more than the restricted options of full-time work or full-time study. They see many viable alternatives to these two. Indeed there are many socially acceptable alternatives to both options. For example, a January series on Education and Work broadcast over the National Public Radio Network (1976) a recent liberal arts college graduate had already determined that he would pursue his leisure interests--photography--as a full-time occupation, not his major or minor field, is an increasing occurrence at all age levels. Accordingly, youth and adults are finding they can turn leisure satisfaction into job satisfaction through part-time or full-time employment. Another fascinating finding of a Gallup Poll taken in 1974 was the dramatic shift in the interest of college students toward a career in arts and crafts. Gallup reported it as the most significant shift in recent swings of college student's career interests. Other alternatives which may be appropriate at various age levels are:

Military Service

Apprenticeships

On-the-Job Training

Part-time Work and Continuing Education

Self-Employment

Correspondence Study

Business, Industry, Government Sponsored Study

ACTION and Related Volunteer Programs

These kinds of options are covered quite well in a flurry of new books such as Hecht and Traug's (1975) Alternatives to College, Wayne Blaze and others' (1975) Guide to Alternative Colleges and Universities, and Caroline Bird's (1975) The Case Against College. These and other sources help to broaden the base of placement to serve a wide variety of needs and interests for people of all ages from secondary schools to retirement centers.

Conclusion

So the answer to the original question seems to be that we will place! Possibly not in what has been a traditional way, but in a way that utilizes what we know of human development and career development. It will take the best of a linkage between instruction--the faculty--placement counselors and all types of employment. It will also take on the life span need--individuals learning self-placement skills rather than a short-term interest in putting themselves into a job--any kind of job. It will in its most comprehensive form help students with a variety of options which are available to them not simple full-time work or full-time education. It would seem to me that several public and private agencies are going to provide a broad array of placement functions now and in the future. People of all ages need and want positive placement assistance--not misplacement.

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PLACEMENT SERVICES: HOW TO GET STARTED IN URBAN AND RURAL EDUCATIONAL INSTITUTIONS

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There are some things in particular I want to use as a structure and some things I want to say about placement and follow up and, in connection with these, I would like to talk about public relations and the need for public relations in placement and follow up. If we do not have public relations, we do not sell placement and follow up or convince people for the need of them.

Inservice the administration--I believe you must start from the top and work on down--you must have the commitment of the administration before you can go ahead and, before you move too rapidly, you also need the commitment of business and industry. Now the next step, as I see it, is the inservicing of counselors, teachers, and so on. But let us go through just a little story I heard.

I was at a business meeting and I was talking to or listening to a man to whom I talked later. He was relating a story about a man whose primary job is to go out and develop unusual success stories, a Horatio Alger-type of thing, from rags to riches. He had been referred to a man who was a successful business man in New Orleans, went to him and said, "I understand that you came from the back bayou country at one time, didn't have shoes on your feet, wandered into New Orleans, pathetic situation, no jobs during the depression, you contemplated suicide and now, here you are one of the most successful businessmen today in New Orleans. What happened, what is your success story?" The man looked at him and asked, "Well, why do you want it?" After having cleared up certain points, he said, "O.K., here is what happened. I grew up in the back bayou country and came to New Orleans, the big city. I was going to make the big splash and then go back home with a diamond ring on my finger; but when I got here it was the depression, there were no jobs. I ran out of money; I didn't have shoes on my feet; I was cold and ragged. Walking along the levee by the big Mississippi one night I contemplated jumping into the river and ending it all. The cold wind was whipping the water which hit me. I left and sneaked into a restaurant, sneaked by the slot machines--all the restaurants had slot machines at that time--into the restroom and, lo and

behold, all the stalls there had locks and you had to put a nickel in to open them up. So here I am, no shoes, cold, miserable, going to commit suicide, and frustrated, to boot. So I sneaked back out and standing outside the restaurant, going to head for the river, a man came walking up the street and I panhandled him and got a nickel. I was clutching that nickel in my hand and said, 'Well, I'm going to die happy.' Back in the restaurant, I slipped past the slot machines, into the restroom, walked up to the stall and, lo and behold, the door was open. So I did what I had to do, sneaked out, saw the slot machine there, a nickel slot machine, put my nickel in and hit the jackpot. I took the money, went out, bought some vegetables, peddled those, bought a cart and vegetables, peddled those and worked my way up. That is where I am today." And the reporter said, "Gee, this is tremendous, this is wonderful. What a success story! Not only that, I'll bet you are really grateful to the guy who gave you the nickel." And the guy says, "Hell, no, I'm not." "What do you mean? That started you off." "No, the guy I'm grateful to is the guy who left the door open."

And isn't that what our job in placement is, to open doors, not to close them, and then to leave the doors open? There is a little perception test you can take. If you have a slip of paper, take it out and divide the slip of paper into four sections (if you have a piece of paper, you might do it now very quickly); just make a square, divide it into four sections; in the upper left hand corner of that section draw a dotted line from left to right. In the lower left draw a line from top to bottom; in the upper right hand corner write the word "stop," in the lower right hand corner, write these three words: drum, sex and table. This is something that was presented by a female at another meeting. I thought I would share it with you. O.K., now, the first upper left hand corner box means nothing; the lower left hand corner box means nothing. Did you print "stop" or write it? Print it? O.K., I said write it, didn't I, I didn't say "print." That is your first mistake, you were not very perceptive. What I am trying to say here is that we are not very perceptive when we talk to students about doing things in terms of how they perceive what we say. Students perceive on the basis of their own frame of reference. You should have written "Stop" out but you printed it because your frame of reference is that of a stop sign which has the word "stop" printed on it. The same thing is true of students. In terms of the three words, which of them can you beat? You can beat two of them. You can beat a drum and you can beat a table, but you can't beat sex.

What I would like to do now is to go into a delivery system for placement, follow up and follow through. I see

placement as the accountability component of the total career education program, K through adult. Jack has talked about this and this is where I see it coming from: Career guidance I see as a service, career education I see as a concept, vocational education I see as a program, and I see as the biggest problem in placement or education the game of turfmanship. Everybody has his or her little piece of turf and will try to protect it, whether it is the co-op teacher, whether it is the classroom teacher, whether it is the counselor out in the field, whether it is the business person or the placement person in business and industry, or whether it is the state employment services. I think we have to get them all together if we are concerned about our youth, for that is why we are here; it is for our students that we are in business. We have to be concerned about students, not only during the time they are in school but also for a period of time after they have exited school. So I would strongly recommend that when we talk about placement services, we talk about placement services tied to the schools for at least one year after the students left school. And I would strongly recommend that we go for five years or for an indefinite period through that adult education continuum.

In terms of employment for the job market--and this came up a couple of times in questions--as far as I am concerned, I see the job market as an immediate area-type of thing; then I see it as a regional employment market (and you have to be knowledgeable concerning your regional employment market which may be multi-county or multi-district); then I see a state employment region and employment regions across the different states; then I see the nation as an employment area and following that the international employment market. And then the question came up, "well, how do you get kids to move and will they move?", and so on. All I can say is, is not this what education is all about? We are supposed to provide students with information on which they can make decisions and choices. Well, one of those decisions and choices might be, "you stay here and you starve, you move away and you have a chance to get a job." I think we have fallen down in not providing students with employment information because we do not know enough about it. So that is an area in which we must become involved and the other area I see as a problem area is the fact that you are either vocationally or academically oriented. Now, you may have one good secretarial student who has some language ability and who has taken language courses. With that you open the whole world as an employment market for that person. You may have a student who is a good diesel mechanic. With that and his foreign language he may be able to get a job in Italy, Spain, France or Germany or some place else. We seldom thought of this. We have always thought of that

local little job market. We can no longer do so. So if you are getting into placement you must have a fund of information. You must develop it; you will have to start thinking about a combination of vocational and academic offerings; you will have to think about job markets that may not yet exist but may exist five or ten years hence. I can see some of those things happening because local areas cannot absorb the number of students we are turning out of school. Then, of course, we get to the problem, "well, they won't move." But, we have done a job of educating them in such a way that they know to where they can move and what will happen to them if they don't. We wait until the last hour, the 12th grade, when we say, "O.K., we will now talk to you about your job which is 150 miles away from here." And then, as Jack said, you transport them there, you put them into the job, you help them to get started, get them an apartment and everything they need and in three months the student has come back. What is so unreasonable about that? We should have expected it.

Talking about placement and orientation to employment--and maybe, that is a better word--orientation to employment, we are talking about beginning with students in the lower grades. This is where the infusion of placement into career education comes in; where we constantly provide the youngsters with information about areas of employment as we talk to them about career areas. Do you realize that if you have a language ability and a skill you can go to Saudi Arabia and make doggone good money? So, if you are thinking about placement, begin at the lower grades and not only at the 11th or 12th grade as a placement-type of thing. I developed some overlays which I have used with people to convince them that placement services are viable services, needed services, something that will help them. I divided the overlays into units and would like to go through them and show you how they could be used. There is no such thing as free money. Jack and I were talking about that and, I think, we both agree that if we are going to have placement services, we cannot depend on Washington to give us the money; we cannot depend on the state departments to give us the money because in most cases they have less money than they had before and we cannot anticipate any money from them to become available because primarily that money is for vocational placement. We must take a look at what we shall have to work with in our local districts and if counselors are involved--and they should be--then we shall have to talk about re-allocating priorities: whereas a person was doing a certain task previously, he or she may now be assigned to something else; therefore, in order to bridge the gap between the priorities, we need inservice training to show the persons involved in as simple a way as possible how to do the job. In terms of placement, I have heard some of such

comments: "Who, me? Why should I be involved in placement? I am a counselor." Or, "I'm a DE teacher and I have got my 12-15 kids." Then the administrator comes along and says, "We are going to have placement services or else. And here is how we can work together." And that is where we must have "idea" people. You have to break the traditional mold and find out things that will work, like bringing people in from business and industry, like using some CETA money for placement and follow up and you can use CETA monies in that way. A blending of available funds must be made so that you have a total comprehensive program of placement services: placement. follow up and follow through--pulling in the DE people and showing them how they can benefit from being involved in placement services; opening up your region in terms of employment; involving the teachers by inservicing them in terms of employment and employment opportunities so that when they talk to their students they will be talking about jobs being available in areas other than where you make chairs or whatever else they used to talk about, showing the students that there are other things to do and in different areas of the country. Once you get a student to move, you can tell another student, "John Jones is now living in Minneapolis, I'll give you his address so that you don't feel lonely, you can contact him and you can talk about the old school days." Unfortunately there are people who say, "It won't work." And these people purport to be experts in the area. "Placement services will not work because of this, that and other things," or "I don't know how." And such comments you commonly get from the counselors or some others in the administrative setup. Or you get this, "We never did it before, we have always been involved in placement and education." True, the only thing is, we have been involved with select groups of people in placement and, as far as I am concerned, placement services must become a cooperative effort. The counselors are involved, and should be involved, in placement services; teachers; coop coordinators; administrators, the state employment services and community groups. Placement service should be a cooperative, harmonizing type of activity, not a competitive type of thing because, getting back to what we are in business for is to help students. Here we are talking about the end product, helping students take the next step from the world of school into the world of work, that most traumatic period in their lives, when they are leaving those 12 years of security and going out into full-time employment. And the adults with whom they come into contact, with whom they may be in conflict, are not people like you and me who are in schools to help them, but are in competition with them: for overtime, for that job, sitting in that bullpen filling out application forms; or the young girl who graduated from a secretarial program and is now out there with another group

of women, most of whom are 40 or 50 years old, most of them having children, or grandchildren and some of whom are divorced. She is 18 years old and single; how can she relate to those women? Do we discuss with youngsters about things like that happening or that they must look at employment in terms of not only getting a job but keeping it and moving up the ladder? These things are part of education; these are the things we should be doing, can do; and we can educate those people in our schools to do so.

Now, in terms of a structure for placement services. Let us talk about some of the things which are necessary in establishing placement service, and Jack and Lillian have worked on these, i.e., you have to assess your district in terms of what your district expectations are. Is it a college prep district where most of the youngsters will go to college and is it what the parents expect? Is it a rural district? Is it an inner-city district? Or what? Such assessment is the first step in your planning. Then you will have to assess what finances you have available and how far you can go with the available monies. You will then have to look at additional sources or resources for money. Then you will have to look at the types of community within your total community; the business community; the industrial community; the parents as part of the community and their expectations, and so on. You will have to gather data and do a study before you go ahead with placement. Then you will have to measure and evaluate your school system in terms of placement. What placement activities or follow-up activities do you currently have so that, when you talk to people in the community, you will not talk about "Here we are coming, we are going to throw everything away that has been done and we will do it our way from now on." So, we have been doing college follow up, fine; we have been doing college placement, fine. What that means is that those whom we have not placed in college also need help. So, now we will be talking about comprehensive placement for all students who exit school. When talking about exiting school you are talking about the dropouts and the stopouts as well as of the graduates. So you look at what you have.

Now what I'm saying here is, before you start a program, you do an evaluation of everything that is there, you do an assessment, then you pull the people together; you talk to counselors and you inservice them; you talk to teachers and inservice them; you communicate with the DE and the co-op teachers, so they don't see this as a threat and you show them how they can work with you. You talk to the principals and the other school people involved. You have your structure set up, you have touched base with everyone; if you begin from the top and get administrative O.K., you have

very few problems in terms of having people along the way working with you. If some say, "Well, what will happen with placement services, will they grow?" "Yes." From the Federal level on down, they will grow because, as Jack said again, placement services provide accountability and we are being told in education that that is what we must do, "either be accountable or we will come in with voucher education, contract education or something else, you are not doing the job." We will develop accountability and we will develop public relations. You cannot help but develop positive public relations because you are now talking to parents and people in business and industry. They are now developing things for you. Kiwanis have a committee; Kiwanis is obliged nationally to have a vocational committee or an education committee. My personal experience with Kiwanis has been that they have money and expertise; they represent the business community and all they are asking of us in education is, "Folks, tell us what you want us to do, how can we work together?" You know, in the past we have snubbed them, they have called school systems, tried to talk to someone and no one would talk to them because the administrator said, "My job is to run the building"; the teacher said, "My job is my subject area"; and the counselor said, "Well, I do not have the time." My contention is that the counselor is the person who has the time, or who should make the time, because of all the people in the school, the counselor is the only one who is student-oriented. I see the teacher as subject-oriented, the administrator as thing-oriented in terms of making things happen. Decisions must be made in terms of placement services. We are establishing, for example, "Whom do you serve?" "What age group?" "All students?" "Part of the groups?" "9th, 10th and 11th grades?" "What do you want to do?" "Do you want to provide certain types of activities in school?" "Do you want to co-op them?" "What?" And all these things should be listed and documented. When and where do we do it? Do we do it in school? Do we do it after the students leave the school? Do we do it in community centers? Where? And then, when do we do it? Do we do it in the spring, fall, winter, junior years? senior years? These are basic decisions. If you go to an administrator and say, "Here are things we want to do," the first thing he will ask is, "How much will this cost? What is your time line? What activities does it incorporate? What people will be involved? What results would you expect which can be documented? And with a good solid placement services system you handle all of these things. You can generate cost factors and the rest. The first step in any placement structure, as I see it, is a data base. You cannot operate without. Data on students, data on employment, jobs, data on colleges, data on apprenticeship, data on part-time jobs and data on co-op programs. If you have a computer, you can feed this information into

it and this computer can chuck it back to you so that you have it broken down any way you want. If you have an employer contact file--you can generate thousands of names very quickly--then you have that type of information. If you have a Chamber of Commerce, it can provide you with a list of the industries in your area based on the number of people they employ and the type of product they turn out. If none of these things are available and you want a good tie to the employment market, take a look at the yellow pages of your telephone book. Employers are all listed there, alphabetized by career areas. So anyone who says, "I can't get information on employment," is crazy. It is there, all right, all you have to do is to dig it up. Then as you make placements and follow through with follow ups, you will beef up and build up an employment record. So let us start with data on students. If you do not have a computer, you may use a McBee card. Remember when we used to schedule schools with McBee cards? Within a couple of days one could schedule an entire school. This is a McBee card, little punched holes around the end, notched in one corner, with a larger hole; what you had was a pair of needle-nosed type pliers with which you just notched one of these little holes and that was either a negative or positive response. For example, if you had a male/female here or male on here and you notched it, then would say, "well, if it is notched, it is female, if it is not notched it is a male, or vice versa." Using a little scorer or knitting needles, you could separate the notched from the unnotched. This constitutes a desk top computer and some of the large school systems where they have computers, are having so much trouble getting into the computer that they are going back to the McBee card, particularly in the pupil personnel areas. So let me pass these out to you to give you the idea and to tell you briefly about the type of information you can generate on this type of cards, or something similar to it. In the center of the card there is basic information which can provide you with data, or you can file data in terms of contact, and so on. On the left hand side is information in terms of vocational programming, vocational training the student may have had. In the upper columns there is information you may want on male, for example, attitude, race, height, personality, course work and disadvantages this person may have. On the right hand side the student indicates two or three areas in which he or she is interested for employment; across the bottom, absenteeism, school course work that was not vocationally- but skill-oriented, transportation availability, past school record. Now if this were fed into a computer, you could pull out a list of names of those students who are interested in going into electronics as their first choice, second and third choices. You can pull out information on absenteeism--and with some employers that is the most critical thing; they talk about a triple "A" rating

and one of the three "A's" is attendance. Attitude, Attendance and Appearance = Triple "A". In terms of vocational programs for follow up, when fed into a computer, you could generate mailing labels and then do a selective follow up, let's say, for just those students who graduated from the auto body shop. You can get information on a student who has graduated from one vocational program and the follow up shows he or she is now working in another area. Lots of things can be done with this kind of format, depending on the information you may want in your particular area. Let me stop here and see if there are any questions before I go ahead.

Attitude may pose a problem for some of you in terms of how that is used. It is used to provide information in terms of groups of students who have problems related to attitude so that the counselor can zero in before they are referred for employment. It is not a concrete, engraved in granite, type of thing. It indicates that this is a problem area. In the upper right hand corner you talk about disadvantages. Fine. You talk about the physically handicapped and what types of employment are available to them based on any physical limitations they may have. The epileptic, for example; if an epileptic goes out and gets a job with a company and on the application lies about the handicap, if 10 years from now he/she has an accident and it is found out that he/she is an epileptic and has been an epileptic, that girl or boy loses all privileges within that company because of the lie on the application form. If a student is a slow learner, an educationally mentally retardee (EMR), there are employers who are looking for this type of student because of the very nature of the jobs they have to offer. It is not a job match as such when you are gathering information based on problems or skills a student may have and then referring that student to companies which have indicated that they will employ such type of person; it is having sources of information and being able to correlate that information to direct groups of students to specific types of employers. Data on jobs is not difficult to obtain, neither is obtaining data on colleges a difficult matter. Let us talk a little about data on employers and how this type of data can be kept. We developed an employer card, assigned a number to each company and then a prefix number. For example, wholesaling might be W and retailing might be R; then on to 10, 20, 30, leaving a gap of 9 between in case you wanted to fill in other companies at a later time. We fed this information initially into a computer, then into a mini-computer. We could have gone just as well with the McBee type of card, put that information on it and pulled it off. You add information on this card as for example: which employers hire at what time of the year so that you

are contacting certain employers at a certain time of year because that is what the employer indicated as the time for hire. It is structured and organized, it is not haphazard; then, whom the employer hires, whether graduates, part- or full-time; while students are in school, part-time or during the summer, during the fall, whether an employer will hire a drop-out, a vocational student, a disadvantaged student, a physically handicapped student, a slow learner; the number of employees, the size of the company, the age bracket for employees. If you compile just this simple type of information you will have a good handle on the employment market in your particular region. Many interesting things can be done with such gathered information. Some school districts have done a mail out to employers and have received a list from the Chamber of Commerce or making one up from the yellow pages of the telephone book and in some instances got a listing from state departments or employment services. When they received about 50 or 60 percent returns, they did a second mail out, followed up by phone calls, etc. In small school districts another approach which has been used is to release students for one day, break the students into interest groups, have 2 students go out and contact four or five companies which are working in the area in which the students say they are interested, having the mayor send a letter out with the students or announce that this is Youth Employment Day or Youth Employment Week, depending on your particular district. Another thing is the use of public service radio and TV to announce that this is about to happen. Do whatever is best for your particular area. We did some very interesting things in one small section of Maryland once, Harper's Ferry. There we did a survey using adults to make the surveys and generated a lot of information in a very short period of time. I can visualize such type of information being gathered within a week in almost any area, depending on the approach being used.

Now let us talk about other types of data. If we work with students we shall need information on, let us say, the dropouts or the students who have left school. Now, in most school systems you will say, "we have 10 percent dropouts or we have a thousand or 500 or 600 students who dropped out" and then the question will come up, "why did they drop out?" Well, there are five or six official reasons for dropping out. When they are working with their parents at age 16, they can drop out; or when they are partially employed; or pregnant; or this, that or the other. In terms of accountability, we can generate a lot of information concerning need areas in education by doing follow ups with dropouts. For example, in one area we followed up in a school district to learn how many girls were dropping out of school and checked in the main office the reasons for

dropping out to which we added five or six other reasons. After a mail out, we followed up with telephone calls to find out why these students had dropped out. We found that a large percentage of students felt that the school had nothing to offer them, no programs, nothing of interest to them. We generated the additional information and came up with a couple of programs that could be available initially on a non-credit basis. After these programs were started, we found that the number of female dropouts decreased. Out of the five courses they had to take during the day, we offered one or two in which they would be particularly interested and they came to school for those courses. So we had immediate feedback which could be used for some program development with the dropouts. We continued with data gathering in other areas and the card I have here is the basic card we used for compiling information. Again, you can transport this to a McBee card. Here is what we were looking for: We wanted to break the students down by sex, age and race; we wanted to find out in what grade they quit, whether in the tenth--that is when most of the dropouts occur--; we wanted to know the reason for dropping out; we wanted to document that we had contact with these students so that no one could criticize the schools for not trying to help them take that second step; we wanted to document what we had done in terms of job counseling and job guidance and what happened to them as a result of this. Did they take the GED? Did they go to night school? Did they re-enter school? Were they referred to the Ohio Bureau of Employment Services or did they make use of additional programs available to them? On the back of this card you will note that some of the reasons we listed were not all official reasons for dropping out. Number 2 was probably the one on which we had most responses. We also found that students were dropping out of school because they did not like a certain teacher or because they could not get into a vocational program; or because someone was harassing them in school; or there were problems at home and with just a little bit of help we could pull that student back into the educational structure and that student would be successful--but that little extra help was needed. The students would not go to a teacher and they would not go to a counselor. We also found that we could refer some of them to night school when a full day of education was not possible for them and they would take a couple of courses at night. We also found out that when the senior found out in the second semester that he would not graduate and quit school, we sometimes could keep him in school and have that person finish in summer. But with all such types of things, depending on the need, you have to have documentation so that you have a data file. You have information on the students based on in-school activities and training, whether voca-

tional or non-vocational, skills, attendance, interest areas, previous or past employment, transportation whether it is available to them or not. You have built up a file on employers and you have picked up the gap concerning the students who have left school prior to graduation. You have now 100 percent accountability for all the students. Then you can use this information which you have generated, documented and brought back, saying, "Here are changes needed in our program." Not only can you do it, it has been done and is being done.

Then there is a second section and, as far as I am concerned, it is probably the most critical section, namely pre-employment preparation. You can send a student out for a job who may get it and then lose it. You can send someone who is highly trained in the vocational area. This student may be unable to get a job. Let me give you two examples of things that actually happened. We had a girl who was a secretarial student. She was beautiful and very personable. She had a high degree of skill in shorthand, typing and other things. Time after time she went out for interviews but was not accepted. She lost her job opportunity. It got to the point where she was saying, "I am not going out any more, I am tired. I go for an interview, I do my best and I don't get the job." The teacher was thoroughly frustrated because she was one of the best students she ever had. We sent this girl out for two more interviews and she came back totally disgusted with us for even sending her out. We contacted the prospective employers or the people who interviewed her and asked, "what happened? Were her skills low?" "No, shorthand was good, typing, too." "What about appearance?" "Good appearance." "How did she present herself?" "Oh, she presented herself well." Here we were, becoming really frustrated. But I finally got one little bit of information from one of the personnel people. She seemed a little immature. "Well, immature in what way?" "Oh, the giggle." "Oh, she giggled while you were interviewing her?" "Yes, that was it." I called other interviewers and asked whether the girl seemed immature and whether she giggled while being interviewed. Three of them indicated that it was so. The girl, knowing us, did not giggle when we talked to her. Going out for an interview, she felt under pressure and reacted by giggling. She thus lost the jobs. She was willing to chuck two years of training and skill out of the window because of this kind of thing. We now followed up by bringing strangers in to have her interviewed; she overcame her giggling then and landed a job.

Then we had Joe, high school football and basketball hero, triple threat man, good student, personable, just Mr. America. He was looking for a job during the summer as he was going to college and had a scholarship. We sent him to a shoe-in, to a job which paid almost $3.00 an hour for 40 hours during the summer plus overtime pay. All he had to do was to show up in the office and fill out the forms. We had talked to the man who was going to hire him and he said, "Well, I would like to talk to him a little bit first because, you know, I am an old jock myself and I have seen this kid play football--and so on. We sent Joe for the interview. When he was back and I saw him in the hall I asked, "How did things go?" "Don't want to talk about it." "What happened?" "Didn't get the job." I called the employer and asked him what had happened. He said, "I don't know, that kid was on the edge of his seat ready to run. Not only that, his color didn't look too good." So I talked to the boy and asked, "Well, what happened, Joe?" He answered, "Well, Mr. Wasil, the night before I got to thinking about it and I got so sick and nervous that I threw up, I could not sleep all night thinking about it; the next day I could not hold my meal down; I got in there and I started sweating. The only thing I could think of was that I had to be there but I wanted to get the hell out." And he did. Now, here is a boy who was totally acclimated to the school world, but that employment out there, that little thing, no! And we were sending him on to four more years of education! At the end of that four years, I think he would have just as many problems going out and interviewing for a job. As you talk to personnel people, they will tell you that college graduates interview more poorly than most vocationally-trained students. Some vocational students have had some training through their teachers. Very few college graduates have or have had in the past. So, pre-employment training is necessary. Who is supposed to help with pre-employment preparation? If you have a placement person, or if you have a counselor, the counselor can act as a facilitator and feed information to the teachers. Let me go through some of the types of things we have gone through or, before that, let me give you a little preparation in terms of problems students have and which you or I would have. Where do we start to look for a job? If you were looking for a job tomorrow that would be your first thought, "Where do I start to look?" This school system, that school system, this state department of education, that one, this state, that state, where? Who is supposed to help us? Those are the questions the students will ask at the school. "Is it my counselor, is it my teacher, my vocational teacher, the state employment service, who?" And those are are legitimate questions. When do we go out and start looking for a job? In our senior year, in the spring, in the winter? There must be some time schedule which we can pro-

vide for them. Where do we do it and what do we do, both for vocational and college students? And the very big criticism of vocational education, both at the federal and local levels, is "You have students who have received training but do not have jobs. So why provide vocational training if no jobs are available?" And here we get back to what I mentioned before, we must provide the students and the people in education with information on job markets over and above our local job markets and that not during the students' 12th year, but beginning in the 8th and continuing through the 9th, 10th, 11th and 12th years. And then help with the specific problems the students have, for example: Where do I start to look for a job in this community? What do I say when looking for a job? "Hey, man, I'm here for a job?" Many students go to employers with that attitude and never get the job. Let me tell you about a student whom I had in a summer workshop which we ran for students who had graduated or dropped out of school; we pulled them back into the school during the summer because we could then get them in; the administration was gone and the students came. This particular student, who sat in the back of the room, told us when we talked about filling in application forms and where to go, that it was all a bunch of bull, that he had been out and looked about four to five times for a job and had not found a thing. There he sat with a shirt open to his waist, sandals on his feet and a big comb sticking out on the top of his head. When asked where he looked, he answered, "Well, I went out and I looked for jobs and there are no jobs." I said, "Now, if you are really interested in finding a job, we will help you, but you will have to follow some basic instructions. First of all, where do you want to work?" He wanted to work in a gas station. He was a graduate of an auto-mechanics program and he could not get a job because the job market was full, but he did want to start out in a gas station-type thing, minor repairs, tune-up, and so on. He said, "I went out to a gas station and pulled in with my car and I called the man over and asked him if he needed any help and he said 'No.' I then went to the other gas station, the man came over and I says--I did it different then--I asked if he needed anybody who has been trained in auto mechanics and he said 'No.' I went to about four places like that, no one wants to hire me." I said, "O.K., try this, just try it. Tomorrow go out, you can wear a T-shirt, that's no problem, get rid of that shirt open to your navel, put some shoes on your feet, work shoes if you've got them, park your car over to the side, don't show up at 4:00 or 5:00 p.m. when they are busy, don't hit them at 8:00 or 9:00 a.m. when they are busy or at 7:30 to 8:30 a.m., whatever the business period is, hit them at a slack period, maybe at 2:30 in the afternoon, 10:30 in the morning, park your car at the side. You are dressed as though you are ready to work right there and then, get that damn

comb out of your hair--that's a weapon--, go in, buy yourself a coke, strike up a conversation with the man; you know, how's the weather or something of that sort and let him know that you are interested in working." He went into one gas station and the man was not hiring anybody but referred him to someone else. He went to the next one, using the same approach, and got the job. It just took that little bit to get this boy around. He wanted a job, but he did not know how to do it and he did not know what the employer's expectations were. As far as I am concerned that is part of the education for our youth and we should be doing this. Answering the questions, "When do I go?" "How do I dress?" "Are there any forms to be filled out?" "Any application forms needed to be filled out?" "Is there going to be an interview?" "What type of questions will I be asked?" "If I am going, will there be a test? If so what type of questions are on the test?" And these are things we can provide for the students.

Now let us get into some of the things which cause the students to lose a job. An example, "What am I supposed to do? I finished that job an hour ago, the boss came up to me and said 'how about sweeping and cleaning up around here.' And I told him, 'no, that wasn't my job.' My job was to run this machine over here or to do this or another thing." Or, "the boss came out and asked me to water the plant in his office and dust his desk and I told him, 'no,' my job was that of a file clerk. Lo and behold, I lost my job." I do not think that we teach students that their job is more than just one specific task, that their job is to work with other people within that company and to get along with them, that their job is to do these and other things, that their job is to make their working conditions as pleasant as possible and if that means bringing in an African violet and setting it on the desk, you do it; or if you have to work half an hour longer, you do it; or if you have to work through lunch, you do it and that those things may come up in employment. You don't say, "I can't do it, boss, my 15-minute coffee break is coming and I am going down with my girlfriend to have a cup of coffee." And he says, "Well, but I have to have this out." "That is my coffee break." I do not think our young people realize this, or at least those to whom I have talked do not seem to know why they are losing their jobs.

Then we get into that type of thing, previously mentioned, that second section of that triple "A" rating, attitude! "I have my rights," "I'll dress the way I want," "Let the employer change," "People don't like me," "I want to do my thing." Well, the employer is not going to change. We have not told our students clearly enough that the employer is in business to make a profit. He has to satisfy

his customers and if his customers are turned off by long hair and will not come in, he will lose money; so, if the student wants to be hired, he will have to cut his hair. It is just that simple. That does not mean that the employer does not like long hair or does not like that student in long hair, that is not it. And if students have to wear a uniform, there is a rationale behind that uniform; the same goes for having to wear a hair net or taking a TB test. It is not necessarily a personal thing with the employer, he is in business and if he is not in business, the employee will not have a job. "People just don't like me." We get into the cases where you have that young girl who is in with all the older women, or you have a case where you have a black who is in with all whites; or a white who is in with all blacks, and they are unhappy. We do not tell our students that it is not just a job and an income; it is a fact that they will have to spend eight hours on that job with people, so they should try to find a job in which they will be happy; they will increase their job retention by going that way. It is not enough to get a job, one has to hold a job. Then we have to tell them what opportunities there are for advancement within that company. If it is a dead end, it is a dead end, but you take the job because you need the money to look around for something else, or if you need more skills, you use that money to acquire more skills. Not only that, there are companies where you can work and get skills. That is why it is important to provide students with such information and to do that follow up for a period of time after they leave school. Some of them do not realize the above things until they have been out of school for a while and that is where the follow up comes in and the follow through and generate information back into the program.

Then we get into attendance. "I lose my temper when people tell me what to do." "I deserve a raise, I have worked here for two weeks and Johnny Jones here beside me worked for two weeks; they promoted him but not me; I should be promoted, too, because I started at the same time." Isn't that what we do in school? The students are all in the 8th grade, then move to the 9th grade. Maybe some spend 2 years in the 9th grade, but getting a little big, we push them into the 10th grade and if they are good kids, we give them eventually a diploma although they may not be able to read or to write. If they are late, they are late because the car broke down. An employer does not give a darn why you are late, he needed you at 8:00 and you showed up at 8:15 three times in a row; not only that, you take 45 minutes for lunch instead of 30 minutes and you quit 20 minutes early to clean up. "Well, when I was in school I got straight A's and I was absent half the time." Or, "I was late 56 times this year, the last year I was in school and

nothing was done." What I am saying is, the employers consider attendance to be extremely important because time is money to them. They do not hire employees necessarily on the basis of grades, they are looking at attendance. Some employers cannot use school records for employment, they cannot use test results, but they can determine whether to hire a person on the basis of his/her school attendance. Several large companies have done some studies with people in education on attendance. I happened to be involved in one of those studies where we did a comparative analysis of the absentee record in school as compared with the absentee record on the job. We did this over a period of years and found that there was an extremely high correlation. If the students had a poor attendance record in school, they had a poor attendance record on the job; however, normally that did not show up until after the first 60 or 90 days. Once they came under union coverage, then the attendance record was almost the same as it had been in school. This shows that we teach students poor habits and attitudes in school in terms of attendance. We can get the support of employers to bring pressure to bear in support of a strong school attendance program.

However, it is not just a matter of having boys and girls in school, we must have something for them. If we talk about a product the way industry does, we talk about our youth; about materials such as books and experiences; about the teacher as a laborer; about tooling perhaps as being vocational education. The school is the factory service and placement is a big cost factor. You must determine what that cost factor will be. How much does it cost to place a student or to provide a service for him/her: in the area of pre-employment preparation; in the area of actual job development; in the area of follow up?

I have some materials here for you, one of them is on placement. It is an overview that was developed to be used with administrative personnel and touches on ten major points. One piece is a brief history of job placement, the other deals with placement as related to accountability, with some overall objectives, with a format for establishing a school placement service and with a format for school-business-industry cooperation; it deals with how to go about it step by step, with basic requirements for selecting placement specialists and with the areas for which they should be responsible, starting in grades 7-8; job development, grade 9: evaluation and placement services; and grade 10: follow up. It is backed up with a pre-employment model, a cookbook-type, which contains 13 mini units which are used with teachers, a manual on job placement which is a step-by-step type of thing with all the forms in it; a

cookbook in terms of data processing so that you can handle large numbers, and some follow up. A cookbook in terms of forms which have been used in other areas of procedures for use. And then here are some articles as well.

Let me go into the pre-employment types of things. I can see a counselor, a placement person, in the school orienting the teachers to placement activities. What we have done is to go into a classroom, let us say, an English classroom, and talked to the teacher about the resume. We require that the teacher be there in that classroom. We conduct two 40- to 45-minute mini units depending on the class. After that, in the third class, we stay in the classroom, the teacher uses the materials we have provided, conducts the class and whoever is working with that teacher discusses it with the teacher. The materials are left there and the teacher goes on to the additional two classes. The teacher can expand the unit if he/she wishes. In some cases the units have been extended to two or three weeks and in some cases a couple of months and sometimes just a one-shot type of thing. We use the "Ten Commandments of Job Hunting" as a sort of opener for the students and you will note number 7, which says "Thou shalt not be greedy," perhaps thou art not worth $3.50 an hour. Some of those students think they are worth $5, 6, or 7 an hour because their daddy is getting that many dollars an hour and they think that after all they will be doing basically the same thing as their fathers. Whatever you are doing make it interesting for the students.

I will now pass out a flyer on interviewing which has mostly been used with social studies teachers in the 11th and 12th grades. Students were sent out to places of employment with tape recorders to tape an interview, brought it back and the students then reacted to it. Then people from business and industry were brought into the school to role play and interview the students. This had been video-taped and played back. Students interviewed each other, asking certain types of questions, video-taped this and the class either reacted to it verbally or in writing. The result was that we developed some 13 or 14 of 8 1/2 x 11 sheets and normally mass-produced 10,000 copies at a clip. You provide the teacher with 35 copies, show the teacher how to use them and go on from there. If the teacher wants resource people, you provide them from the community to come in and work with the teacher to orient the students. There is nothing magical about the job interview but it is a need area for students.

Another area is part-time employment. What are employers looking for when hiring for part-time employment and how can students get a part-time job? We found that stu-

dents do not know where to look, do not know what to say, do not know how to go about getting a part-time job. So we developed this brochure, "How to Find a Part-time Job." Teachers, counselors and/or placement specialists discussed this with students. We also found out that most students do not know how to interpret the Dictionary of Occupational Titles (DOT); a lot of other people did not know this either. So we looked around trying to find out what is available in the community to give access to students to career and job information. Well, there is the newspaper and there are the yellow pages in the telephone book. We got in touch with the telephone company and asked if they would work with us in developing a mini unit which teachers and students could use in the classroom. They agreed and even provided the yellow pages of last year's telephone book. Since then, we have seen stacks of old telephone books piled up in corners, beaten up and rag eared, showing that they are being used. So, we developed a brochure, "Let Your Fingers Do the Walking Through the Yellow Pages." If students want a job in landscaping, for instance, no matter where in this country, they will find "landscaping" listed in the yellow pages, the address, the telephone number and even illustration. And this does not cost them a cent. This will be a lifelong skill we will be providing for them.

Now, going back to application for employment. We developed some sample application forms and distributed them to the students. This mini form, "Your Application" was explained to the students. We told them that most application forms could be four or five times larger and that most of them had a section which is a release. If students signed it, it authorized the company to contact the school to get a transcript of the students' grades and records. There is also another section on the form indicating whether the students are in good health, and so on. So that when students saw all this, they knew what they were signing and what the implications were. Students were told to fill this form out before going for an interview and to fill it out truthfully as otherwise the interviewer might find out a lie and they would be in trouble, would lose the job and had wasted their and the interviewer's time. We found out that many students went to employers who had no application form. So we developed an application form, gave the students four or 5 copies each and asked them to fill the form out prior to going to an employer so that the employer had the information on reference, social security number, previous employment record, wage or salary and a little check list on the back. It is the size of a dollar bill, only yellow in color. So a student could take this to an employer who had no application form, tell him, "I

know you do not have an application form, I am interested in working for you. You said you would have an opening in a couple of weeks; here is an application form I would like to leave with you, it will fit in your cash register, you can tell it is different from a dollar bill, it is yellow," and so on. And it works. They are cheap to produce and a great help to the youngsters. We tied this in to a little publication on application which we gave to teachers, orienting them to what the procedures were in filling out an application form. We found that many teachers never filled out an application form in their lives. They had gone through high school, college, got a job in a school system; they had filled out some forms but they were no application forms, just an information sheet, because there was a transcript of their records from the college. The teachers did not realize what students had to go through when hunting for a job. We really shocked them because we got copies of application forms used by major industries and which were 3 and 4 sheets long. Some of the teachers could not even fill them out and here we ask the 18-year old to fill them out!

Getting in touch with the newspapers concerning the want ads, we developed another mini unit area, namely the use of the newspaper. We all know that there are two different kinds of ads, ads telling of available jobs and ads for job seekers. And then what about private employment agencies? And students need to know what a private employment agency is, what do they charge and what can they charge? So we had teachers work with the students on want ads. One does get into all kinds of things with them, especially girls do. For example, you look into the newspaper and find an ad which says, "Excellent opportunity, growth experience, travel, $12,000 a year to start," and so on. And the young girl, you know, "females only 18 to 22 years of age, must be pleasant and good appearance," and so on, shows up, is interviewed by another girl in a hotel suite some place, gets the job, leaves the city or the state, is out doing something, and no one hears from her again. She is picked up later for white slavery. We say, "Oh, this cannot happen." Like heck it doesn't. It is happening every day. Or a girl shows up for an interview and is asked, "Where are you living?" "I am not living with my parents, I am living away from home," and that girl disappears.

Then there is another matter, a classic example as far as I am concerned. A young student for whom we got a job at McDonald's was very unhappy there. It was not enough of a challenge for him. We told him that at this point he was making money and that there were other students who would love to have his job. He said, he was going to go to a private employment agency. He was asked if he knew the

charge and he told us he knew it and that his parents would pay for it as they wanted to see him a success. He quit his job, went to a private agency, called me and said he got a job with a national chain in a managerial position or the potential of a managerial position. Expressing my enthusiasm, I asked how much it had cost him and he said $600. His position at McDonald's was filled by another student. We found out that the boy who had quit had been transferred by the private employment agency to another McDonald's at the other side of town. He asked me, "Well, do I have to pay?" I said "Yes." "What if I quit, do I still have to pay?" "Yes, you still have to pay the fee, even if you quit." "Well, that is a cheat." "I am sorry, but we told you about it, you understood it, you made the decision and that is that." But there are youngsters who fall into that category without having had any previous information.

Then there is another thing that is happening into which all the slower and poorer youngsters get sucked. Want ads for employment, for example, "Job opportunity, $12,000 or $8,000 to $14,000 a year, we will train, no cost or anything else." The youngster gets to the suite of rooms, the interviewer looks at him, finds out that the parents have their home paid for--and they are slick at this--they contact the parents and say, "Your son has been selected over 300 applicants for a position with our company. Now, we are willing to train him, however, in order to cover all the training costs--and don't forget within 2 or 3 years your son will be making 20 some thousand dollars a year--there is a commitment on your part." Parents go back, refinance their house to kick up the 3 or 4 thousand dollars for the training and that is the end of it. And one of the biggest gimmicks is in the electronics school bits. And here again, through the newspaper.

In my opinion, these are the things students should know before leaving school and this is part of education.

Then we developed flyers on what to do when you are hired and how to hold your job, containing some of the problems youngsters may have, the commitment to the employer and the employer's commitment to them. Teachers use all these materials.

Then there is another flyer we developed on dropouts: Wouldn't it be smart to stay in school, but if you will not stay, here are some options and the people who will help you. This ties in with the follow up on the youngsters who have left school. We tied that information into a more up-to-date one, entitled, "Thinking About Leaving School?"

There are several other brochures we developed, for example on part-time employment, and on summer employment. And all these were prepared to provide teachers with information and help. It is not difficult to do and you can do it.

Our brochure "What is a Resume" shows on the back a sample resume which again is backed with additional information. For example, I talked to some personnel people and asked them, "If you receive a resume from a person, what is your reaction to it?" They replied, "Well, we get a lot of resumes and they are basically all the same. If youngsters, or whoever is applying, would include a letter with a resume--and we have some accompanying letter 2 pages long which we do not want--short and sweet. So we got together with the English teachers because we felt they were the best ones for teaching about the resume and accompanying letters. We developed some short statements which could be used as kickoffs, such as, "Dear Sir, are you looking for someone who is willing to work? I would appreciate your consideration for me. I graduated in June from ..... high school. While I do not currently have a lot of work experience, I would appreciate the opportunity of working with United States Steel. Enclosed is a brief resume of me for your consideration." Or, one like this, "Dear Sir, for the past 12 years I have been involved with a company whose job it was to provide me with the skills necessary to move ahead in life. I have completed my apprenticeship and would appreciate the opportunity of benefiting from my 12 years of training. Your consideration of me as an employee would be most appreciated." I sent this out to a personnel man to ask for his reaction and he said, "Gee, this is tremendous, this made me want to read the resume to find out what the kid was talking about and where he got his 12 years of experience. When I found it was in school, that really ticked me off." Another one, "I have looked forward to graduating from high school and finding employment. While I have not had the opportunity of acquiring years of work experience, you would find me a good employee. Would it be possible for me to come in for an interview?" With such a letter you force a reaction. The company would have to respond, "Yes, you can come in," or "No, you can't." All that is built into one little paragraph. The youngsters love this kind of thing, sit in the study hall and write the letters; they can perceive the value of them and this is a positive attitude. Some parents call in and ask if they can have copies.

You will find that the materials you develop, like the flyers, will hit four or five people, not just one person. You will not find them in the wastepaper basket; you will find youngsters from other schools getting them; you will get phone calls from other schools; you will find that parents, brothers and sisters in college read them; the relatives ask for them.

The other day I got a call from a superintendent who asked for a package of the flyers. I asked him, "What for?" He answered, "My daughter is in college and she will be getting out and I wanted her to look through them before she went out to look for a job." I told him that they were not developed for her level. He said, "But, Ray, you know when we talked about these things before I thought that they had a lot of good points." What we have done is just giving a skeleton outline. You can fill in what you want. But they contain the basic ideas and you leave the teacher the flexibility of filling in. If the teacher or students want to go to a resource manual on resume writing which is 2 1/2 inches thick--and there are some good ones--fine, let them go ahead; but we have given them something with which to start.

A graphic art student developed another flyer-type of information--I think I paid her $15.00 for it--and she got a job as a result of it. She had it in her portfolio and could say that 10,000 of these were being circulated nationally; it contains just an overview and hints, just one sheet, 8 1/2 x 11, colored, memo stock.

Then we have to talk about behavior adjustment and here we talk to youngsters about competition for jobs and why they had to do certain things, such as filling out an application form, dress in a certain way, and we tied this in with the competition with which they were familiar at school. For example, "if you go out for football and there are 200 kids, how many would the coach pick?" "Oh, 40." "O.K., the coach picks 40. He picks the best, right?" "Well, yes." "If the coach said 'put on a football helmet and uniform,' would you do it?" "Yes." "Would you have to do certain things?" "Yes." "Does every girl who wants to become a cheerleader, get to be a cheerleader?" "No."--and so on. "Well, you have been in competition all your life, you are familiar with competition. It is just a different kind of thing. Now, the employer is saying, 'dress in a certain kind of way, act in a certain kind of way, show up at 8:00, either that or you start at 12:00 at night and you work till 6:00 in the morning. But that is it.' We are not here talking about competition for grades, we are talking about competition for things at school."

We have overlays and slides of each one of the flyers. Teachers have an option of either using the slides or the overlays, whichever is most comfortable for them. They need use neither, though.

We also found that some employers were not familiar with minor labor laws. Therefore, on a little card, we

printed up some minor labor laws with our address on the back of it in case they wanted such information. A youngster came into my office to pay back a loan he owed me. We used to lend youngsters some money to provide them with transportation until they got their first pay check. This particular boy had been working for two weeks. He came from a poor family, no father; mother, and a number of children and he happened to be the oldest. He came in to pay his loan. I thought he would be very happy. We had been following him up pretty closely for he could either go good or bad. He seemed to have better than average ability, but never had a chance to show; he came to school with lice when in the elementary grades, just could not afford to keep clean. He was always in trouble because the older children made fun of him since he did not have clothes as they had. In the wintertime he came to school in tennis shoes which were all ripped up. He was a minority group member, an Appalachian white. His teeth were rotten. Later on he got free meals and the others made fun of him. Now he was out of school and wanted a job. He said to me, "Mr. Wasil, I went to that job every day, it was a disappointment to me to know that I had to wait two weeks for my pay, but every day, I was figuring my pay in my mind. I knew to the penny what I was going to get when I got my pay. I had part of that money set aside for Mom and for my kid sister. I was going to be the man in the family. It made me feel good. When I got the pay check, I looked at the thing and the pay was $1.60 an hour, then $1.65; it wasn't what I was supposed to get and I blew up and yelled at the man who gave me the check and cussed him. When I got out of there, I looked and there was city income tax, state income tax, federal income tax; but nobody ever told me that they took it out of my pay. I thought they took it out of other people's pay, not mine. Now I'm paying you back the money I owe you, but you don't have to get me another job." I called the employer and he said, "He is a good kid, we like him, in fact, he is very bright and we want to move him up in the company and want to help him. I have a personal interest in him. I cannot understand what happened." After I had talked to him, I talked to the youngster, he apologized and his employer practically adopted him and moved him up to assistant manager in one of his stores. After that, we developed a brochure, "Your First Pay"--outdated now, and in it we explained the pay for 80 hours work and the deductions. Any student who graduates or doesn't graduate, who exits school, who does not have that information is let down by us, for I think, we as educators should help the youngsters to adjust to life and that type of thing, I mentioned above, they do not know. If we have a choice between going through mythology or teaching students something of this sort, saying, "O.K., we will have Geometry II, which is really general math, but

we call it Geometry II or Algebra II." I think we have an option on this type of thing to give to students, an obligation to provide students with it. And one can do whatever suits one's particular school district.

We then developed materials for contacting employers and also some internal lines of communication so that teachers and administrators would know what the minimum wage was and when it went into effect, etc., because our idea is to educate the people in the schools so that they, in turn, can educate the youngsters. We developed a newsletter to go to all school systems, to counselors with additional copies to the administrative staff in the school and to be posted in teachers' lounges. These materials were again on an 8 1/2 x 11 sheet to provide them with information that would make them more efficient in teaching or working with students on pre-employment preparation.

Let me now go into follow up and follow through. I have some strong feelings about this. I have looked at a lot of follow ups, gone into offices and see the follow ups in nice little binders on the shelf and asked, "Have you done a follow up?" "Yes, we did one last year and the year before and the year before that." Usually, this person has gone back to the university and picked up the form which was sent to him/her as a follow-up form, turned it around, put the school name at the top and sent it out for a response from students. Maybe it was 3 or 4 pages long with weird questions and the response was 20 or 30 percent. He or she does not know what to do with the information they get back other than to find out what the students liked or disliked. Now, a follow up has to be developed in advance to ask for specific types of information which you can use. Therefore, every question has to be studied intensely. You must determine whether the addition of a certain question has any value for the follow up and whether you can use the information you generate, or whether putting a certain question will increase the number of returns--and you will find that structuring and adding certain questions will increase the percentage of returns. I will pass out to you two sets of follow-up questionnaires we used and explain. One is a sheet of tag paper, twice as thick as the usual paper which means that it costs twice as much as the ordinary ream of paper. It was mailed in an envelope because youngsters respond to it, turn it around, seal it and return it to us. We found that when sending it in an envelope, the return was greater. We also found out that if you could talk to students about the follow up in advance, have them put it in an envelope, address it to themselves at their home address, the percentage of returns increased. Now, I am in favor of a base line of a 1-, 3-,

or 5-year follow up with, perhaps, a 6-month follow up for vocational students. Let me give you the rationale of the base line. The base line is where you take a follow-up form, such as the one I am showing, have the students fill it out while still in school and that is the base line information. Questions such as, "What do you want to do?" "Where are you going?" "Where are you trained?" Then you follow this up with a follow-up form, 6 months if it is a vocational follow up, or a year later for a standard follow up. Now, a year later, you will find out certain types of things. If you follow up the vocational student, you will find out whether the vocational student is employed and whether he or she is employed in the area related to their training. I contend that sometimes it may take a year before vocational students settle down into the trade for which they were trained, and not 3 months or 6 months. So you gain that information back.

Also, we prepare numerous students for college. Did they enroll in college? We did a study on over 3000 students who had 2-year college-prep education. We found that almost one-third of them were not enrolled in college and had no intention of going to college. We contacted them and worked with them to find out what their interests were and they really were interested in a 2-year college program not in a 4-year college. We then provided them with all necessary information and they moved on from there. So that is the one-year follow up. Three years later you will pick up those students who by that time will have graduated from this 2-year college program and you will find that the vocational student who had not been working in a vocational program is now working in the area in which he was trained at school. You will also find out whether those students who had enrolled in college one year after high school, are still in college or whether they have moved. Then you get into the 5-year follow up and you find out the same type of thing, whether the students started in college immediately after leaving high school (by then they would have been out of college for one year); whether the vocational student, if working in the area trained for had settled down in that area within the five years. And you will also find out whether the students who had left the district had returned and other information. With this type of follow up you will develop a mobility pattern, how mobile are the youngsters in your district? You will also generate a host of other types of information. Let me go into some of the questions on the form I am showing you. It is very simple to fill out. At the top of this form there is a printed label with the student's name and address. If you gather the data on the student, this information is fed into a computer which can spill out print-

out labels for you. You just take the label, flip it on the form and mail it out to the student a year later, unless you have the students do this themselves while still in school. If you have the plan of letting the student fill it out while still in school, you can have the student put it into an envelope, address it to him/herself and add a note to themselves, such as "I am going to marry John Smith." A year later, the student gets it and finds out she married Johnny Jones. When we took that route with some schools, we had students call us asking "when am I going to get that follow-up form?" This is also an excellent tool for keeping students' addresses up-to-date for on the back of the form is a place for a change of address; and when you ask them to give that information because you want to keep in touch to let them know about the next class reunion, you get it. There has to be something for the student in this follow-up business. We must tie them into it and there are all kinds of ways and gimmicks to do it. At the top we start with the logo--I recommend you use the seal of the school, whether it is a chicken or a dog or whatever--because students become sentimental about school after they have left, not when they are in school. Use simple directions, the simpler the better. Don't use educational terms. Request present employment status, etc. We want to know whether they are working or not; we want to know where they are working and the name of the company; then we feed this information into our employer file so that beefs up our employers' files. Here is an employer who hired a student on whom we have information and whose skills we know, whether vocational or non-vocational and it ties back in. You do not need a computer for it, I am just mentioning a computer as a way of doing it. We want to know how the students got their jobs: school placement, state employment, friends, relatives, other? Instead of asking "how did you get your job," we should ask, "how did you get your first job?" With this question we found that we may have helped a student to get a job, but now he/she may be working in a different job, so we get no credit for any of the work we have done. Then we want to know how long a student has worked, approximate earnings, future plans, employment interests, personal data, and so on.

On another follow-up form we put the question, "Are you interested in additional training?" and if the reply was positive we had a list of areas in which the student might be interested: cosmetology, auto mechanics, and so on, primarily opportunities available within the community in either adult or continuing education. We got responses from some 30 girls saying they were interested in cosmetology. Now these were out-of-school girls. We contacted them, gave them information on the cosmetology program at

the adult level, cost, etc. and turned them over to the adult education people. They, in turn, sent information to the girls about the adult vocational training programs, so the follow up fed into the continuing education program. We did a similar type of thing with employers to whom we sent a follow-up form which we kept very simple. They respond, flip it over and return it. This was very successful and we had a high percentage of return because we did not ask for a lot of information. Once you get the information back, you are concerned about confidentiality; you pull the information out and destroy the returned sheet so that there are no records which can be "used against you." The student's permission was not sought before we sent this out. We were looking for information as to whether the person was still employed, verifying employment, whether there were any problems the person was having. For example, under "comments," one employer responded, "I am not looking for anybody else, the person I have working for me now is bad and lousy." So one of our placement people contacted this employer and asked what was wrong? We found out that that person had been showing up late; he had problems but because of lack of communication, the employer did not know about them. After the employer, the student and the placement specialist talked about those problems, the employer understood and the student is still working there.

There are other comments we received from the employers, such as "Kids are no good today, they are nothing but trouble, you people in education are not doing this and that, etc." Talking such things over with employers, we found out that they were reacting to students whom they had before and who had created problems. All the employers wanted was to talk to someone in education. They often admitted they had been building up things and only wanted a release valve. As a result of talking with employers and explaining students' problems, they felt committed and hired the students we placed with them. It is not difficult to act as an escape valve for some employers.

It took us about 4 to 5 years to develop the materials I have been showing. Some of them are 2nd and 3rd generation materials. Some are in the process of being redevised and re-developed. There are some still in the works; some of which I had no copies or which I could not bring because of lack of space. Jack has a host of things he has developed. You know, if we share all these materials and ideas, I think we can get a lot of things going in this country and I think this is a need. These are the practical things the students want.

Concerning follow through we generated through follow-up information based on need: For example, the girls in the cosmetology program. Since we could document that there was a need for these programs, two additional cosmetology programs were set up within that school district. If you send a follow-up form asking to indicate preference for indicated programs and a sufficient number of students indicate interest in a particular one, then you have feedback and you can use this to reinforce the establishment of programs along those lines in the school or to expand them.

Contact with employers is only one part of an employer follow up, the other is the phone call and the personal interview with which you can generate information for merging vocational programs. For example, we merged sheet metal and air-conditioning which had been two separate programs in one of the schools. There was one old teacher who had been there for 30 years teaching sheet metal; he was a darn good sheet metal man and he was not going to retire, neither did he want to learn anything about air-conditioning. No problem! We switched two groups of students around, some spent a period of time with the sheet metal teacher and another period of time with the refrigeration teacher. It worked beautifully. Each one working in his or her expertise.

I could go on and on, but we are running out of time. I did not have the chance to show you all the overlays, I have a slew of them here. Let me quickly show you the structure.

The director of job placement and follow up can be anyone you have. You can have a placement specialist who is a para professional or a trained person. Let us say, one school has three counselors. The counselors must be involved, they are the ones who work in the school. The placement specialist is the one who works out in the community. To expand the structure, you must add placement specialists and involve additional schools. We now work with 22 schools and the structure we have is as follows: We have 40 counselors involved. Our placement specialists were on a schedule. They spent Monday in one school, Tuesday in another, Wednesday and Thursday again in another and Friday again in another school, based on school population. The number of days or hours they spent in a certain school depended on the number of students there. They spent at least half of the time in a particular school and the other half they spent in a business or industry establishment which fed into that school. If there were five counselors in that school, one counselor coordinated the placement activities for that school with that placement

specialist, which meant that information came back to the counselor who then disseminated it to the other counselors. In terms of vocational placement, job opportunities, openings were fed back to the school, the teacher then selected the student and he/she, in turn, was referred for a job interview. The same thing is true for co-op teachers. Co-op teachers usually have 20 people on their rolls. We would help them find employment for their 20 students. They were expected to refer job openings back to the central placement office when such openings occurred.

SPECIAL INTEREST GROUPS

CONTEMPORARY COMMUNITY COLLEGE PLACEMENT SERVICES

Edwin Morse, Jr.
Virginia Tech

Howard Taylor
Thomas Nelson Community College

Ridgely Haines, Jr.
Piedmont Virginia Community College

Mark Twain once said in his wisdom,

> "The happiest and most successful person works all year long at what he would otherwise choose to do on his summer vacation."

Twain's statement probably reflects a desire and goal of educated man today more so than in Twain's day. Voluminous amounts of rhetoric are directed at men and women's roles as workers in a complex technological society, where job stability and satisfaction are scarce commodities. Recent changes in job market demands coupled with increased numbers of available workers has brought about new and heightened concerns about educational relevance and preparation for a lifetime career. Career education, the increased movement of women into the job market, affirmative action, career development and many other new trends, concepts, and jargon are being coined and engendered in educational literature, research designs, personal and institutional philosophies.

Research studies by Gottlieb (1975) show that among college seniors there exists a prevailing work ethic. High expectations of work and career are evident with the belief that work must be individually satisfying and, at the same time, be of value to society. A career is viewed as an integral part of an individual's life, an essential element of personal self-actualization, but not something to be held separate or above individual and family relationships. Thus it is becoming evident that an on-going process of career development and personal growth must occur and be supported by the educational process.

The transition from formal education to job entry to career fulfillment presents a maze of alternative decisions and steps that often requires a carefully planned and individualized map of directions to be successfully negotiated. College personnel often assume that someone has provided

students with information and skills needed to make realistic career-related decisions. Facts suggest that this is not the case and indeed, many students have only a vague understanding of the content and structure of the careers for which they aspire.

In some instances, though a changing view, administrative and faculty members of both secondary schools and colleges maintain the belief that career choice, career information and career training are neither legitimate nor appropriate responsibilities of educational institutions. At the same time, a majority of students come to college with the expectation that they will be provided with career information and essential career skills.

If we make the assumption that some form of career development assistance should be provided within the educational process, we must then ask, how will it be accomplished? The community college in recent years has been a leader within the educational strata of this country in developing and implementing programs and services geared to the career development process. The traditional philosophy of the community college has long supported the concept of career preparation. Most community colleges instituted career counseling and job placement services long before the recent career education thrust. What then is the role of the contemporary community college in the career development process of tomorrow's worker? Where does "placement" fit into the scheme of career thinking?

First let us examine some general perceptions, attitudes, and practices that once dominated educational thinking:

1. Job placement is a terminal activity. The "optimal niche" is sought for each graduate.

2. Counseling towards self-understanding, student appraisal, and career goal selection are somebody else's job.

3. Job selection and matching is of greater priority than career planning and development.

What are some of the factors that have come to bear on traditional notions and brought about new attitudes and practices in the fields of career counseling and placement?

1. Radical changes in the job market since the early 1970's highlighted by increased competition in many fields.

2. Rapid developments in the structure and types of occupations caused by an increasingly complex technological and white collar society.

3. Increased research by social scientists documenting the need for a more holistic approach to the education of individuals.

4. Recent demands by students for relevant and pragmatic services designed to assist them in making realistic career decisions throughout their educational experience. Need for developing skills for future application as careers are modified and changed to meet new expectations of the world of work.

Community college placement services have traditionally been closely allied with counseling services, and placement personnel commonly hold counseling credentials. This provided a natural mesh in response for the growing career counseling needs that evolved in the early 1970's. This emerging emphasis has defined education as a career/life developmental process that facilitates total personel growth in logical, planned steps culminating with successful entry into an occupation and lifestyle. Long-term skills that will enhance future decisions and actions regarding self and career are valued and sought.

What then is the "modus operandi" of this newly identified career development emphasis that includes our old friend, job placement services?

1. Career counselors in placement positions and placement specialists working with career counselors need to provide an array of career-based services developed and organized to be congruent with individual needs at different stages of career development. Placement personnel must become career process specialists assisting clients to engage in a variety of developmental tasks facilitative of personal growth in one's occupational life.

2. Each person should be an active agent in their own career planning and decision making rather than a passive product to be processed into some "optimal niche."

3. A diverse entree of techniques, resources and materials should be available to assist individuals in testing their hypotheses about self and the world of work. Major ingredients in the career development recipe should include the following:

- Career awareness, career exploration and life planning courses, seminars, and individualized programs.

- Meaningful information concerning career development services offered by a college or high school.

- Testing/assessment services.

- One to one career counseling available with a career counselor, peer counselor or other resource person.

- A functional placement credential service.

- Job listing system for permanent, temporary, and part-time jobs.

- Plan for faculty and employer input into the various career development services.

- On-campus recruiting facilities and well defined procedures for student use.

- Job skills training: interview preparation and process, letter writing, resume and application preparation, locating potential employers and job selection.

4. Commitment and plan for cooperative articulation between placement personnel and business, industry and government. A two-way educational process must occur to insure effectiveness in making each future employee's transition from education to career a meaningful and satisfying one.

If, in fact, America's work ethic is alive and well, most people will strive for a career and lifestyle that provides both intrinsic personal satisfaction and material well being. Professionals with expertise in career counseling and placement services are faced with the challenge of portraying and providing a contemporary selection of career development experiences designed to mitigate the confusion and complexity of a modern world of work and leisure. Our mission is most succinctly expressed by Nora Watson in the book Working.

"I think most of us are looking for a calling, not a job. Most of us, like the assembly line worker, have jobs that are too small for our spirits. Jobs are not big enough for people." (Terkel, 1972)

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In question & answer format, describes tactics & approaches to a variety of problems women may encounter in job-seeking and employment situations. Includes section on legal guidelines. Also resource section listing counseling centers, rosters, & bibliographies.

CATALYST, 6 East 82nd Street, N.Y., N.Y. 10028. (212) 628-2200.
Has a national roster of college educated women seeking employment--attempts to link job seekers with employers seeking applicants. Promotes part-time opportunities for women with children. Has series of publications.

Career Options Series for Undergraduate Women: a self-guidance workbook and in-depth career information booklets; covers fields at professional & managerial level that have traditionally been male.
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Five-day program for junior and senior high school women using information, simulation games, & improvisations to stimulate realistic planning about careers.

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Curriculum unit for secondary H.S. women. Contains variety of information on working women & careers, simulated role-play situations, visual aids, teacher guide.

Wider Opportunities for Women (formerly Washington Opportunities for Women) - WOW. 1649 K Street, N.W., Washington, D.C. 20066. (202) 638-4868.
Runs a career center for Washington area job seekers. Center provides counseling & testing, a career library, & job referral. Bi-monthly publication--Women's Work. Center also provides technical assistance to groups or individuals across country in setting up similar centers.

Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, D.C. 20210 - Variety of career information for women.

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SPECIAL PLACEMENT PROBLEMS OF THE HANDICAPPED

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Introduction

With today's increasing emphasis on accountability in education, job placement must be incorporated into education institutional services to provide a complete education delivery system. Job placement is particularly important when providing programs for handicapped students because a successful job placement program is potentially one of the most promising techniques for breaking the frustration syndrome of these youths. (The "handicapped" as used herein refers in general to mentally retarded persons and, more specifically, educable mentally retarded youths).

Perspective

There are an estimated 5 3/4 million retarded persons in the United States today. More than 2 million of them are of employable age. The numbers are likely to grow in the years ahead because of an increased birth rate, a decrease in infant deaths, and because the retarded as well as others are living longer.

Less than 5 percent of the retarded, or about 200,000, actually require institutional care! Even some of those can be rehabilitated and be made ready for some sort of employment.

Increasingly, employers are coming to realize the advantages of hiring properly trained and qualified mentally retarded workers. With proper placement, the disability of retardation can cease to be a job disability.

The trained mentally retarded worker often can make a greater contribution to his employer than the individual who may not be retarded but who brings no particular skills and no particular abilities. The key, of course, is proper placement--the right man in the right job.

"Mental retardation" by no means implies a total absence of skills and aptitudes. Only a person's intellectual capacity is retarded--not necessarily the rest of him. Some

studies have shown mentally retarded persons with high degrees of clerical aptitude, mechanical aptitude, dexterity, and other types of skills. Proper placement can play up the skills and play down the retardation.

There also is a dollars-and-cents advantage to hiring the qualified mentally retarded. Like the physically handicapped, the mentally retarded, when placed on the right job, will return $10 in income taxes for every $1 spent on their rehabilitation.

Attitude Development

Handicapped youth have constantly been faced with the impact of negative reinforcements in most of their contacts with educational institutions. Therefore, it must be demonstrated early in the high school program that the guidance and placement persons have a special interest in their welfare and development. In fact, to vary people, especially special needs youngsters, the term guidance seems to impart a feeling of failure and admonishment.

Successful Model for the Handicapped

A successful job placement program that has been frequently described in the literature has the same applicability for the handicapped. That is, it is one that contacts the students early, helps them to evaluate their job skills and then to develop the necessary job skills for successful job entry. It should help them gain access to potential employers, and culminate in successful placement upon leaving school. Hopefully, the system will encourage the student to remain in school until graduation.

Work Experience Programs

The primary goal of work experience programs is to assist vocationally handicapped secondary school students in bridging the gap between the school, the community and the world of work.

A cooperative work experience program should be available to all upperclassmen and should be strongly recommended for both mentally and physically handicapped students. Depending on the number of students involved and their abilities, the handicapped can either be integrated into regular work experience programs or a special cooperative work

experience program can be designed for them. It is essential that coordinators of various work experience programs cooperate so as to avoid conflict over potential job stations.

In cooperative arrangements where busing schedules limit the time available for the work station, alternate schedules should be explored (e.g., three full days of vocational and academic instruction and two days at work stations located in or near the individual student's home community).

A frequently practiced sequence for on-the-job work experience is on-campus work stations during the junior year and in-the-community work stations the senior year. The feasibility of this sequence, however, depends on the maturation level of the individual and the availability of job stations.

Whatever its administrative structure, the work experience program for the handicapped should consist of classroom and on-the-job components. A job-related class should be incorporated into the curriculum and should be mandatory for beginning work trainees. The job-related class is an umbilical cord of security for special students.

Course content of job-related class should include information on various resources helpful in seeking employment, how to apply for a job, proper job interview conduct, factors in keeping and losing a job, opening of checking and savings accounts, payroll deductions, and income tax. It is necessary to coordinate the curricula of occupational orientation and the job-related class sequence so as to avoid unnecessary repetition. A primary emphasis of the job-related class should be to discuss and offer solutions for individual problems that arise on the work experience assignment. Active participation of the students should be encouraged by the use of such techniques as role-playing job interviews and proper work behavior. Where the equipment is available, video taping these role-play situations is an effective teaching device. Also, video taping mock job interviews has been deemed particularly successful.

Periodic surveys should be conducted to determine what the occupational needs of the community and which work stations might potentially be available for the handicapped. Optimally a large number of varied work stations should be available. There should be a continuous effort on the part of the prevocational/work experience coordinators to expand available work stations. The philosophy of one work experience coordinator for the physically handicapped, "I try to

locate a new job station a day," is one to be emulated. As with on-campus work stations, systematic job rotation is important. For many, though not all handicapped students, a new work station each semester is to be recommended. If a handicapped student is not always able to achieve high performance goals in any one job, nothing prevents him achieving medium level goals in several. Community work stations should be maintained throughout the year for those handicapped students who wish to participate in a summer program. It is recommended that at least one of the work experience coordinators for the handicapped should have an eleven-month contract so as to be able to supervise students during the summer and to locate new work stations both for the summer and for the following academic year.

It should be stressed here that many job opportunities can be found for handicapped persons. Examples of potential work stations for handicapped students include:

POTENTIAL
WORK EXPERIENCE STATIONS

The following lists of suggested work experience stations are compiled from stations that are in actual use or are proposed as recommended possibilities for special needs students.

On-campus work stations

- school activity/work center
- custodial
- maintenance
- grounds keeping
- cafeteria services
- laundry/towel rooms
- locker room helper
- shipping and receiving department
- audio-visual services
- bookstore helper
- library: shelving and book handling
- office aide
- teacher aide
- child care
- health services
- small construction projects for park districts, schools, etc.

In-the-community work stations

- general factory work
- factory packaging
- machine operator
- mechanic
- service station attendant/ helper
- freight handler
- moving van helper
- elevator operator
- custodial work
- carpenter's aide

stock boy or girl in retail store
grocery store stock boy
post office helper
file clerk
mail boy or girl
messenger
newsboy
usher
bus boy
waiter or waitress
beauty parlor helper
nursery school aide
nurse's aide
dietary aide
library aide
greenhouse and nursery helper
veterinarian's aide*

The following list is a composite of the Work Stations for which students within the Special Education Program have been trained and subsequently placed. No distinction is made as to which stations are best or least suited for a particular handicap, rather, it is our feeling and findings that ANY student found to have those attributes necessary for any given occupation can be successfully placed with excellent chances for satisfaction from all parties concerned.

Accounting Clerk
Accounts Payable Clerk
Animal Attendant
Audio-Visual Equipment Repairman
Auto Body and Fender Repairman
Auto Mechanics Helper
Automobile Electrician
Automobile Parts Man
Automobile Washer
Auto Service Station Attendant
Building Custodian
Building Maintenance Man
Building Porter
Bus Boy
Camera Repairman
Carpenter
Checker/Cashier
Counterman
Courtesy Clerk
Electronics Assembler
Encoder
File Clerk
First Cook
Floral Benchman
Fry Cook
Fueler, Buses
Gardener/Groundsman
Hospital Orderly
Housekeeper (Hospital)
Housekeeper (Hotel)
House Trailer Detailer
Key-Punch Operator
Kitchen Helper
Laboratory Assistant
Library Catalog Typist
Marine Engine Repairman
Merchandise Handler
Metal Plater
Microfilmer Operator
Mobile Home Set-up Apprentice
New Car Detailer
Nurseryman
Nursery School Attendant

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*Kennel attendant is another possibility; a Washington, D.C. kennel owner uses mentally retarded students to help care for and play with dogs; the program is a tremendous success.

Nurse's Aide
Office Girl
Off-set Press Operator
Packager, Hand
Postal Clerk
Price Marker
Printer
Produceman
Records Clerk
Roofing Apprentice
Sales Clerk
Salesman
Second Cook
Shipping Clerk
Small Engine Repairman
Stock Clerk
Swimming Pool Serviceman
Tally Clerk
Teaching Assistant
Textbook Clerk
Used Car-Lot Porter
Waiter
Waitress
Window Cleaner

While it is imperative that handicapped students receive work experience in a variety of work training stations, it is also important that their attendance, citizenship and growth in maturity be such that they can profit from the experience. To place the student which the teacher "cannot do a thing with" on the work station, is promoting failure for the student as well as disagreeable opinions of the program's selection procedures. Sufficient training must be given to students prior to placement in community work stations. Many students are extremely vocationally handicapped. If they are placed prematurely in community work stations they frequently lose their jobs. Major factors leading to their dismissal include poor work (production), inability to follow directions and failure to notify employer of absence. It is absolutely essential that handicapped students receive proper placement. Also, they should have had training designed to provide the necessary work adjustment.

Measures indicating that a student is ready for competitive employment include:

a. Technical skills sufficient to meet minimal standards for a particular job.

b. Ability to perform assigned tasks with minimal supervision.

c. Ability to accept criticism and direction.

d. Ability to mix socially with peers.

e. Punctuality.

f. Acceptable personal hygiene.

g. Honesty.

h. Effort and willingness to work.

In addition to the above general competencies, for work experience to be successful there must be careful matching of the student with the work station. If evaluation procedures, vocational competency laboratories and exploratory, closely supervised on-campus work experience has been successful then the more advanced level of the in-the-community work experience should reflect the actual vocational capacities of the student. For a successful matching of the student with his work experience station it is necessary to have the following information:

1. Comprehensive vocational assessment of the student including aptitude profile, interest rating, temperament conditions, physical limitations as well as data on citizenship, work attitudes and behavior and previously acquired vocational skill competencies.

2. Comprehensive job analysis of the specific job.

   a. Description of the work to be performed.

   b. Required characteristics of the worker.

Care must be taken not to over-protect handicapped students at this stage of their vocational development. The work experience must be made as realistic as possible. Both employers and coordinators should be sympathetic but should not "coddle" the student. In cases where it is not totally outside the realm of their physical capabilities, the handicapped should be encouraged to use public transportation where available to get to their job stations. However in instances where transportation difficulties would totally preclude the student's participation in the work experience program, special transportation arrangements should be made.

Follow-Up

The school's responsibility to the program graduate does not stop when the former student has been employed. It is essential that follow-up be conducted by the vocational adjustment counselor or job placement coordinator to determine that the employment is suitable; i.e., that the student is actually employed according to his capabilities and potentials and that the employer is satisfied.

The timing of the initial follow-up is controlled by the circumstances of the individual case. With some program graduates it might be advisable to follow-up within the first few days after placement; with others the employer or the handicapped person himself may feel this is an unwarranted imposition. Usually follow-up should be initiated fifteen to thirty days after placement. This allows opportunity for the individual to adjust to the job situation and decide if he likes the position as well as its suitability for him; also, by this time the employer and coworkers will have formed some opinions on the program graduate's acceptability as a worker and as a person.

Additional follow-up might be scheduled at sixty and ninety day intervals after the placement. The suitability of the placement can generally be determined within these periods. Of course, there will always be exceptions and then follow-up must be extended.

For both the initial and subsequent follow-up contacts, a schedule should be prepared. It is important that the counselor stay close to the situation so that he will know how the handicapped individual is adjusting, how the employer is reacting, what problems are developing which he might resolve, and all of the other details essential to his giving proper service to the program graduate and to the employer.

About the Future

The future is promising for the mentally retarded and other handicapped persons in the labor market.

There are growing numbers of jobs in America, particularly in the service field, which handicapped workers are able to perform. The service field is growing faster than any other field in this country.

There is growing employer dissatisfaction with the current supply of manpower for lesser-skilled jobs. Turnover is a big problem. Absenteeism is a big problem. Reliability is a big problem. Mentally handicapped workers, employers feel, might be an answer to some of these problems.

There is growing awareness of the handicapped as a manpower resource. The promotional efforts of many organizations and agencies are bearing fruit. Employers are listening and heeding. They are asking questions. More and more of them are willing to give handicapped men and women the chance to work.

The chance to work, now and tomorrow. That's all that handicapped people ask for.

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SPECIAL PLACEMENT PROBLEMS OF WOMEN

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More than 35,000,000 women are in the labor force; they constitute two-fifths of all workers. They earn only 60 percent of the average wages paid to men even though they work for economic reasons (Steele, 1974). Nine out of ten women will work for 25 to 40 years during their lifetime (Hall, 1975). This means we must be concerned about the placement problems of all women.

The majority of women employed today are clustered in routine, non-status, low paying jobs. Zuersher (1975) states that approximately 75 percent of all women employees are in sales, clerical, service, factory, or domestic work. Of all women workers only 16 percent are classified in professional or technical occupations, and of these, two-fifths are elementary or secondary school teachers.

Traditionally Male Jobs

Most of the jobs associated with higher status and income are traditionally male jobs. Employers are reluctant to hire women in traditionally male jobs and sometimes women are reluctant to accept these jobs. Women are taught and counseled that there is a strong differentiation between men's and women's roles, and men's and women's jobs.

Vocational counselors and teachers can have a great impact upon women and their placement problems. Placement of women who successfully complete preparatory vocational programs into appropriate employment is both a legal and a moral obligation of all teachers and guidance counselors who particpate in the development, installation and operation of these programs (Smith, 1974). It is in fact an obligation to place women into appropriate employment whether this employment be within a traditional male or female occupation. The placement counselor should inform women about non traditional jobs, actively work with unions to see that apprentice opportunities are open, and contact employers to see that women are not restricted from consideration.

Placement personnel must rid themselves of the idea that there are jobs for men and other jobs for women. Legally this is no longer true. Recent court decisions, together

with new and amended legislation, have created new methods to eradicate discriminatory employment practices. Vocational counselors and teachers should assume the responsibility of informing women about the remedies available to combat sex discrimination. Legal tools available to eradicate discriminatory practices include: (1) Title IX of the 1972 Educational Amendments, and (2) Title VII of the Civil Rights Act of 1964 (Hallam, 1973). Title IX states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program receiving federal financial assistance." Employment discriminatory practices on the basis of race, color, religion, national origin, or sex is prohibited by Title VII. It covers discrimination in hiring, firing, layoff, recall, recruitment, wages, conditions of employment, promotional opportunities, assignment, sick leave, vacations, overtime insurance benefits, retirement programs, and employment advertising. As women become more aware of these remedies and exercise their rights to use them, educational and employment opportunities should improve considerably.

Sexist Interviews

Girls and women should be prepared to face sexist interviews. Very few interviewers (regardless of sex) are free of bias concerning these major stereotypes that hold women back.

1. Women hold jobs only until marriage frees them to keep house in the suburbs and raise children.

2. Women do not want to work and are not willing to take on responsibilities.

3. All women are physically weaker than all men and should be discouraged from jobs requiring physical skills.

4. Women are not available for jobs requiring late hours, overtime, emergency work on weekends or travel that would require overnight stays.

5. Neither men nor women like to work for women. Clients prefer to deal with men because they are more authoritative. (Hall, 1973)

While each one of these may be true of some one person they ought not to be generalized to all women. Placement services can help prepare women for these interviews by some

form of simulation (role play, practicing with a professional interviewer, video taped feedback), observational techniques (slides, audio and video tapes, film of interviews) or even reading matter (scripts of interviews, articles from popular magazines, reports written by other women concerning their interviews, hints from professional recruiters).

The sexist interview is apt to include questions concerning:

- marital status and plans
- children: having them, taking care of them
- husband's occupation, salary
- offers of lower salary because of sex or marital status
- concern for physical strength and endurance
- concern for physical beauty
- sexual overtures

It is important that the individual build up a repetoire of positive (not attack) responses that show that these either do not relate to her employment or that they have been carefully considered and specific strategies prepared. (e.g. - A mother should have plans for child care, a single woman should know her mobility limitations.) Interviewers are looking for people who display behavior that shows social and academic balance, motive insight, dedication, and verbal ability. Being socially unresponsive or unprepared leaves a negative impression (Lumsen & Sharf, 1974). Women should be coached in these positive behaviors. Since sexual overtures are sometimes made, female clients should be prepared for them, have an appropriate answer, and then report it to the placement agency. It is the agency's responsibility to report this behavior to the company and remove this type of problem.

Role Conflict

A role shift occurs when the woman works. As this shift occurs the woman must go through a transition period during which roles are redefined; responsibilities, rights, duties, and privileges are reallocated; and adjustments must be made. Stress will almost inevitably be generated within the woman when she either cannot comply or has difficulty with the expectations of her new role (Harriman, 1975).

If women are to be successful on the job they will have to come to grips with the conflicts and difficulties that being female presents in the work and family environment. The working woman's life is often a continuous battle of contradictions.

Success on the job for the working woman may mean failure as a wife or mother. While men are loved and esteemed more highly for their successes, women are not always loved for their successes, especially if their successes are not traditional for women. The working woman frequently receives negative reinforcement for successes on the job in the form of rejection of love and affection exhibited by her husband or family. The support she needs for continued happiness and success on the job is withdrawn and thus conflicts exist between home and work.

Counseling Strategies

Feshback (1973/74) has indicated that not all the problems women face in the world of work are due to discriminatory practices or environmental/external events. There are some internal sources of these problems which have to do with the individual woman's personality, emotional life and values, and her intellectual system. She has identified ten personality and intellectual factors of women which are incompatible with high levels of achievement and success: passivity, docility compliability, affiliation, dependency, anxiety, non-competitiveness, submissiveness, field dependence, insecurity. (Feshback, 1973/74) Women need counseling help in becoming aware of how they are holding themselves back from success, and to learn positive strategies to deal with this. In general, some placement counseling concerns for women are:

1. Women choose within the norm for their sex in order to avoid conflict.

2. Women need role models that show successful role combinations as well as extremes.

3. Women need someone to directly approach them with the realities of employment patterns throughout life.

4. Assistance must be given to combat fear of success.

5. Women need help to develop an adequate self-image.

6. Motivation training is needed to encourage women to seek training opportunities for non-traditional jobs.

7. Small-group experiences should be provided to support women in seeking employment and working out conflicts that employment brings.

Placement Strategies

With the exception of counseling re self-concept, coaching for sexist interviews, and support groups, women need the same placement services as men. Some placement and program needs and strategies for women may be summarized as:

1. Orientation to the realities of women in the world of work.

2. Counseling re self-concept and motivation.

3. Training and experience in filling out comprehensive application forms, preparing resumes, and writing cover letters or letters of introduction.

4. Coaching and practice for job interviews.

5. Cultivation of employment opportunities by placement counselor.

6. Support groups.

7. Follow up.

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SELECTED RESOURCES FOR CAREER INFORMATION ON/FOR/BY WOMEN

James McNeely
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1. Career Planning for College Woman. 27 pp. booklet; practical advice for college women about to enter the job market. Distaffers Research & Counseling Center, 3928 Legation St., N.W., Washington, D.C. 20015.

2. Careers for Women in the 70's. (Surveys number of job openings in various occupations) 1973 40¢.

3. The College Bluebook: Scholarships, Fellowships, Grants, and Loans, 1975. Macmillan Information, 866 Third Ave., New York, N.Y. 10022. Section on financial aid for women students.

4. Continuing Education Programs & Services for Women. #2902-0042 70¢.

5. Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources. Willis Johnson, ed. 2nd edition, 1975. Garrett Park Press, Garrett 33 page section on special services/programs for women.

6. Everything A Woman Needs to Know to Get Paid What She's Worth. Caroline Bird. David McKay, 750 Third Ave., N.Y., N.Y. $8.95 (hard-cover). Also $1.95 (Bantam paperback). In question & answer format, describes tactics & approaches to a variety of problems women may encounter in job-seeking and employment situations. Includes section on legal guidelines. Also resource section listing counseling centers, rosters, & bibliographies.

7. Feminist Resources for Schools & Colleges: A Guide to Curricular Materials by Carol Ahlum & Jacqueline M. Fralley. The Feminist Press, SUNY/College at Old Westbury, Box 334, Old Westbury, N.Y. 11568 $1.25.

8. I Can Be Anything: Careers & Colleges for Young Women. Joyce Slayton Mitchell, 1975. College Board Publications Orders, Box 2815, Princeton, N.J. 08540. $6.50 (hard-cover); $4.50 (paperback). Brief descriptions of 90 careers - includes what schools award the most degrees related to career area & sources of additional information. (H.S., College)

9. The New Woman's Survival Catalog. Susan Rennie & Kirsten Grimstad, eds. 1973, Coward, McCann & Geoghegan, Inc./ Berkeley Publishing Corp., 200 Madison Ave., N.Y., N.Y. 10016. $5.00 (paperback). Excellent resource guide of information and statistics on women, feminist organizations, media, projects, etc. Includes section of women & work.

10. The New Woman's Survival Sourcebook. Kirsten Grimstad & Susan Rennie, eds., 1975. Alfred A. Knopf, N.Y., $5.00 (paperback). Follow up edition of #9; expanded section of women & work.

11. Freeman, Sande & Schwartz, Lois. No Experience Necessary. Dell Publishers. Job finding guide for the woman liberal arts graduate.

12. Vetter, Louise & Sethney, Barbara. Planning Ahead for the World of Work. Center for Vocational & Technical Education, Ohio State Univ., Columbus, Ohio 43210. Available from: ERIC Documents Reproduction Service, Drawer 01, Bethesda, Md. 20014. $3.29. Curriculum unit for secondary H.S. women. Contains variety of information on working women & careers, simulated role-play situations, visual aids, teacher guides.

13. Saturday's Child: 36 Women Talk About their Jobs. Suzanne Seed. J. Phillip O'Hara Inc., 20 E. Huron, Chicago, Ill. 60611. $4.95 (paperback, large), $1.25 (paperback, small), 36 women, many in non-traditional fields discuss their working lives and how they arrived at a career decision. (H.S., college)

14. The Vocational Readiness Package. For information write Jeanne Scott or Maureen Rabin, 1215 Lodi Place, Los Angeles, CA 90038. Five day program improvisions to stimulate planning about careers.

15. Career Opportunities for Women Series (pamphlets) "Why Not Be" -

An Engineer? No. 41, 1971
An Optometrist? No. 42, 1968
A Medical Technologist? No. 44, 1971
A Public Relations Worker? No. 46, 1970
A Technical Writer? No. 47, 1971
A Personnel Specialist? No. 48, 1968
An Urban Planner? No. 49, 1970
An Apprentice? No. 52, 1970

10¢ each

16. Women's Bureau, Employment Standards Administration, U.S. Dept. of Labor, Washington, D.C. 20210 - Variety of career information for women.

17. Women's Rights Almanac. Nancy Gager, ed., 1975, Harper & Row Publishers Inc., 10 East 53rd St., N.Y., N.Y. 10022. $5.95 (paperback). State by state directory of statistics and information on women, organizations & services for women, discussion of major issues, etc. "Women's Organizations" section has contact persons & addresses for many business & professional organizations.

18. Women and Work. U.S. Dept. of Labor; Office of Information, Publications and Reports, Washington, D. C. 20210. Distributed free. Monthly news bulletin contains information on new legislation, equal employment opportunities, new career options for women, women working in unusual jobs, etc.

19. "Sex Equality in Guidance Opportunities (SEGO) Lists Resources for Counselors," 6 pp., annotated resource bibliography in Nov. 1974 issue of Inform (Vol. 3, No. 4), American Personnel & Guidance Assoc., 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.

TEACHING JOB INTERVIEW SKILLS IN THE SECONDARY SCHOOL

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With a legislative mandate specifying the establishment of placement services in the schools (Virginia Senate Bill 647), it is imperative that counselors and others in the educational enterprise consider methods of implementing appropriate elements of placement into the various services provided to students through the school system. There are a number of specific elements associated with the placement concept, however, the specific focus of this presentation is upon helping students learn job interview skills associated with an informal and formal setting. Specific techniques which can be used by the teacher/counselor at little or no cost to the school will be described along with various measures of assessing this particular aspect of the placement function.

Job interview skills are defined as the ability of an individual to interact effectively with a potential employer when seeking a position with that employer. There are two major elements suggested in the definition, the ability of the individual to adequately sell himself/herself to the employer, and the ability to respond adequately to the employer's questions. Some sample techniques for learning these basic skills are outlined in terms of pre-interview preparation and the interview.

Pre-interview Preparation

Pre-interview preparation focuses on many aspects which must be considered before getting a job. Many practical suggestions for students can be found in an excellent book by McDaniels (1975). The job interview process is seen by this writer as involving two crucial aspects at this stage: knowledge about the employer, and knowledge about self.

Knowledge about the employer. A primary reason for finding out about an employer in advance is so students will know what kinds of things to ask questions about and how to relate the information to themselves. There are many different ways of finding out about local or regional employers including: "letting your fingers do the walking" through the many listings in the telephone book, writing letters, interviewing personnel, exploring occupational files, having

resource persons from local businesses visit school, etc. Students can practice asking questions about various kinds of jobs through writing as well as interviews. Assistance with letter writing and forming questions might be obtained through the cooperation of the English Department. Brainstorming sessions can get at many of the kinds of questions which would be important to ask potential employers. Discussions following the brainstorming could focus on reasons for some kinds of questions being more or less appropriate than others for particular job situations. Most likely, questions will emerge such as:

What tasks will be required?
What are the work hours?
Who would be the boss?
Are there opportunities to advance in the company?
What are the expectations of the employee? Etcetera.

Knowledge about self. Students should be prepared to respond to questions from the potential employer about themselves such as:

Why are you interested in the job?
What are you willing to do on the job?
What experiences have you had that are related to the job?
When could you start work?
What kinds of requirements do you expect out of the job?
What do you consider to be your strengths and weaknesses?
What kinds of hours and pay do you require? Etcetera.

Students frequently have not thought through such questions before the actual interview. The advantage of prior consideration of such questions is that students are likely to be able to present a better picture of themselves to the employer without having to hesitate and think through these things for the first time in the actual job interview.

The Interview

How can knowledge about the employer and self knowledge be integrated into an effective interview? It is often very useful to group students according to the reasons they are interested in learning job interview skills. For example, groups might include students interested in immediate part-time jobs while continuing school, those stopping out of school who are (or will be) seeking full-time jobs, those applying for temporary (summer) jobs, etc. The size of the groups which can be worked with effectively depends upon the

goals for specific meetings. In general, if the goal is primarily to give information, there is virtually no limit to the size of the group. In such cases information might be given out, verbally or in writing, and movies, demonstrations, and speakers could be employed. Smaller groups would be more appropriate when the goals relate to aspects of jobs involving personal concerns, individual practice with specific skills, and other aspects where discussion and individual feedback are required.

How can students go beyond merely knowing what kinds of things should be done in a job interview to actually being able to apply this knowledge themselves? Krumboltz and Thoresen (1969) attest to the effectiveness of various kinds of modeling in changing behavior, including watching movies and using live models. One effective method relating to the modeling process is that of role playing coupled with behavior rehearsal. Three primary steps are outlined which the teacher/counselor can use to assist students in learning basic job interview skills.

1. Prearrange the interview situation with individuals who will be playing the roles of employer and applicant. Use as many props as possible to enhance the realism of the scene. For example, if the setting is a local hamburger place where a student might be applying for a part-time job, obtain some paper hats, shirts with the name of the business on them, and other items which might help in setting the scene. Such items not only enhance the realism of the setting, but give good advertising to the business as well. If the setting is that of a more formal environment, the employer might be sitting behind a desk, dressed appropriately, and use interview forms provided by the local company. The more realistic the setting, the greater the likelihood that the training of the student will transfer from the classroom to the actual interview situation.

2. Act out a "negative" situation where the applicant is instructed to have as many things go wrong as possible. For example, the applicant doesn't ask questions of the employer, doesn't know about the job being applied for, over or underdresses, is awkward in greeting the employer, asks inappropriate questions, etc. Students observing the role playing are asked to notice as many things as possible about the interview which "go wrong." Then the role playing takes place lasting from three to five minutes or as long as necessary to demonstrate the undesirable behavior. Frequently students will react to these scenes with chuckles and laughter. Immediately

following the scene, students are asked to describe the things they saw going on and these can be listed on the board or on paper. The advantage of the negative role playing situation is that practically everyone can see some things going on which they know they could do better, thus providing some positive motivation for even the more hesitant students.

3. Following the negative demonstration and discussion, individual students demonstrate how they would apply for a similar kind of job by role playing the job applicant. The technical term for this is behavior rehearsal, since students are actually going through an experience very similar to what they will face applying for an actual job. After enough relevant behavior has been demonstrated, the scene is cut and discussion occurs regarding strengths and weaknesses of the job interview. The teacher/counselor guides the discussion emphasizing particular strengths of the student as well as eliciting suggestions for improvement. If time permits, it is desirable for the same individual to replay the role of applicant, capitalizing on the group discussion and practicing the suggestions while they are still fresh.

A variation of this process is to first demonstrate negative and positive job interview skills before a larger group and then to break the students into triads with one person serving alternately as employer, applicant, and observer. Again, discussion occurs on strengths and weaknesses and suggestions for improvement. If time permits, the situation could be replayed allowing the applicant to cement the suggestions into improved job interview behavior. Then, all individuals change roles and the process is repeated so that all students have the opportunity to practice job interviewing skills, receive constructive feedback on their behavior, and cement the new skills into their behavior repertoire.

If audio and video recording equipment is available, it can be a useful tool in highlighting specific aspects of job interview behavior. Students can hear and see themselves in the specific behaviors and tapes can be stopped at any point for illustration and discussion purposes. The tapes can also be useful in documenting specific behavior changes in students.

Accountability and Job Interview Skills

If the placement function is seen as an im[illegible]responsibility of the counselor, it is important to be [illegible]o

account for the time spent, individuals seen, and the results of involvement in teaching job interview behavior. Several possible elements in the accountability process are outlined below.

1. Negotiate with the coordinator or principal for the specific kinds of goals and activities you wish to provide. Write these things into your schedule so that everyone knows what elements of your job you will handle differently or eliminate in order to take on an effective role in the placement function.

2. Record the number and grade level of students seen in any aspect of placement functions.

3. Note the reasons for teaching job interview skills to various groups of individuals (e.g., to find immediate part-time jobs, to acquire summer experiences related to self and career exploration, etc.).

4. Record the disposition of those who applied for jobs. How many interviews were necessary? How many were successful in obtaining employment?

5. What feedback did you have on student interviews and subsequent performance on the job?

6. How did the job effect the student's behavior in the school?

7. What additional resources were found and how could they be used to improve various elements of school-community relationships? In what ways could resource persons contribute to the career education process in the school?

8. In what ways did the counselor assist in coordinating job interview and other placement activities between already existing, but often isolated, services such as distributive or cooperative education programs?

9. Itemize specific changes in students' job interview behaviors through combinations of behavior check lists which clearly indicate the kinds of changes which take place. Also be alert for corresponding changes which take place in other areas of the school as students become increasingly aware of their behavior.

Summary

This presentation has briefly outlined basic steps essential to teaching students how to effectively engage in job interview behavior. Knowledge of self and the employer was stressed along with specific suggestions for helping students apply skills in the job interview situation. Finally, specific elements of the accountability process were outlined which could assist counselors in demonstrating effectiveness in aspects of the placement function related to teaching job interview skills.

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PLACEMENT PROBLEMS OF THE DISADVANTAGED

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Placement is a service within the guidance program designed to assist students in the selection of suitable courses or curricula, extra-class activities, and part-time or full-time employment (Downing, 1968). Placement, then, includes broad functions that are educational and vocational. Educational placement tends to be associated with the selection of curricula, school subjects, and also to school or non-school related out-of-class activities. On the other hand, vocational placement deals with part-time or full-time employment. In order for the disadvantaged to benefit fully from the placement service, both aspects of placement should be directed toward meeting some of the needs of the disadvantaged.

Willard Wirtz quoted some rather revealing figures this morning about the January unemployment rate. He shared information "hot off the computer" that the overall unemployment rate was 7.8 percent. That figure alone was not as disturbing as the 20 percent for youth unemployment in general and the nearly 40 percent for non-white youth. These statistics serve to emphasize the pressing need for focusing on placement problems of the disadvantaged.

This session will concentrate on the roles of counselors in vocational placement of the disadvantaged. Some consideration has been given to problems of educational placement with the disadvantaged in the literature and will not be discussed here.

Vocational Placement. In a broad sense, educational placement is the forerunner to vocational placement. Educational placement activities assist the individual to reach a state of readiness for job-related placement. It is through these activities that students develop an adequate knowledge base and some of the skills required for employment. However, those skills not attained during the educational activities may be developed through a comprehensively designed program of vocational placement services.

Vocational placement involves all those activities which are designed to go beyond decision-making and planning to those which involve identifying specific job openings, organizing an information dispersal system, assisting students in

the application process, and follow-up on and assisting the client as well as the employer--if necessary, as they adjust to the new situation. This aspect of placement involves a number of different types of activities--particularly when working with disadvantaged clients. Activities must, by nature, go beyond the usual identification of vacancies, job listing and referral to more developmental and active roles. One may still not assume that the disadvantaged, given the job skills, will be offered available positions.

Disadvantaged applicants may be viewed as individuals who want jobs but who may or may not come with the basic skills needed and attitudes toward work engendered by their ethnic background. One may also realistically view the world of work as having some attitudes and practices which are not sensitive to the uniqueness of the disadvantaged applicant. Ferman (1969) in discussing placement services for the disadvantaged, specified six activities which he considered basic. These included identifying job openings and other job placement services, matching the individual and the job, preparing the individual for the interviews and tests he will encounter, providing on-the-job supportive help, and completing follow-up. If placement of the disadvantaged is to work, certainly these dimensions must be involved.

Let me present an action-oriented, multi-faceted model for placement of the disadvantaged (Figure 1). This model has potential for including aspects of educational and vocational placement. The client (disadvantaged) is the focal point of efforts of all involved individuals, within or related to the client's environment. As such, the client becomes a recipient of direct and/or indirect services of counselors through their counseling and consulting functions, respectively. These two functions will be discussed separately to highlight the nature of the action-oriented role of the counselor.

Direct Services

These services include individual counseling, group counseling, group guidance, and any other related service which is geared toward the individual client. Programs which assist the client to assess his preferences and potential, as well as assist in decision-making would fall in this category.

As previously mentioned, the disadvantaged may come for placement with attitudes, experiences, and skill gaps that are needed for successful employment. Counselors must work with the disadvantaged to bridge those gaps. Counselors must also seek to destroy the myths and stereotypes about the disadvantaged which are sometimes fostered by the disadvantaged them-

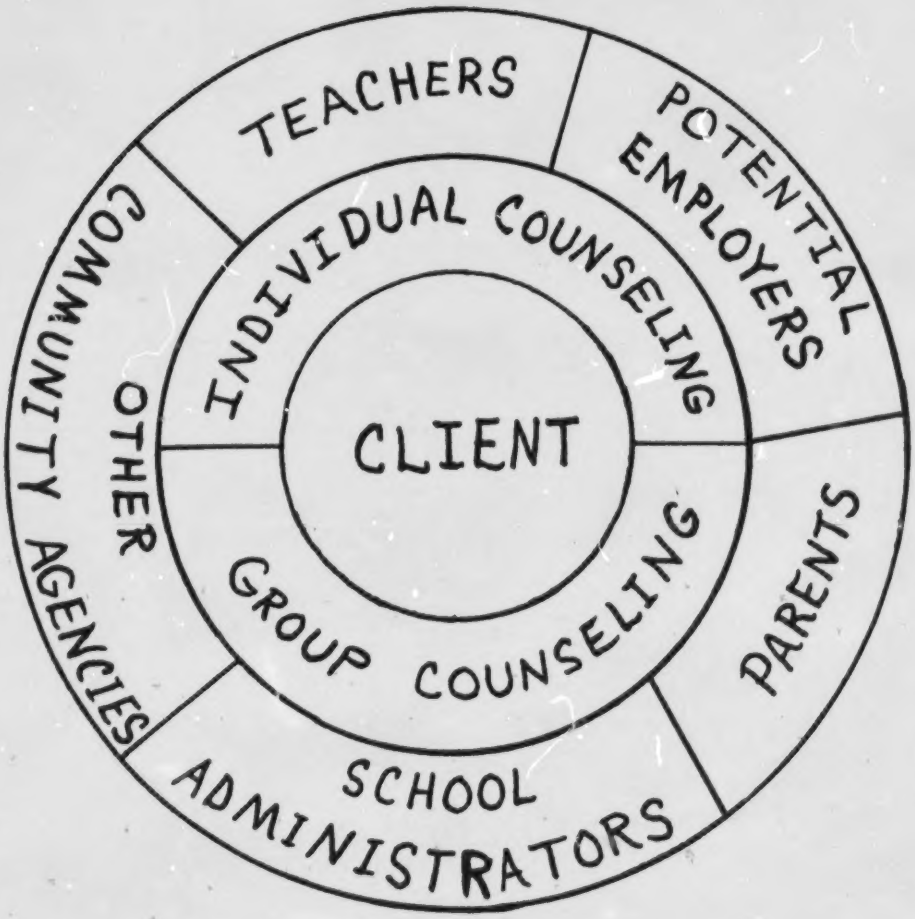

Figure 1. Action-model for Placement Personnel

selves. The disadvantaged must begin to think in positive terms about themselves and about what they can do.

Through individual and group counseling, the disadvantaged may focus on level of achievement and success motivation, goal setting, developing interpersonal relationship and communication skills, and viewing their strengths toward meeting these goals. The disadvantaged may also use the counselor and peers to try out new ideas and goals and as support elements. These examples are illustrative only and represent such a small portion of the possible avenues for development.

It is difficult to make a clear distinction between direct and indirect services. Indirect services often provide opportunities for development of the same skills as direct services.

Indirect Services

In this area, we are confronted with the type of activities that have been performed for a long time by counselors but are now being labeled collaborative consulting. These activities involve work with others in order to bring about change for the benefit of the disadvantaged. These services require that counselors go beyond the client and work toward social change in the wider environment--to correct conditions that bring about and maintain the plight of the disadvantaged. Collaborative consultation can take place only as a result of cooperative efforts by the counselor and others. Let us look at some ways in which others may assist in placement.

Teachers. Teachers are in a unique position to provide a variety of assistance to students beyond cognitive development. Through classroom guidance activities, teachers can assist students to develop interview skills, teach job-search tactics, develop opportunities for students to obtain exposure and experience with the world of work through field-based career education and subject related "mini-work experiences." The disadvantaged suffer from a lack of exposure with work which can be more damaging than lack of skills for it limits the type of vocational goals that are set.

Teachers and counselors may seek to determine what employers want from potential applicants and develop avenues through which these things may be taught. In a survey of California employers, it was revealed that employers find the following characteristics important: problem-solving ability, emotional stability, scholastic achievement, skill in communication, perceptivity, good appearance, work-experience, and extra-curricula activities. Although these expectations are

college graduates, there is some evidence that similar expectations exist of other employees.

Teachers may also create the kind of classroom environment, course structure, and grading procedures that will aid the disadvantaged in experiencing success, acceptance, and involvement. For many disadvantaged who have succeeded, they often recall the existence of "one" teacher who made the difference for them.

School Administrators. Administrators are in a position to make decisions which facilitate the development of the disadvantaged. Through collaboration counselors can describe in their perceptive way, the needs of all students within their school. They can make use of information from follow-up studies, student and faculty surveys to build the justification for relevant and humane education.

A recently released study by the American Institute for Research (1976) entitled "An Empirical Study to Aid in Formulating Educational Goals" raised some interesting questions about how students are prepared for work and for citizenship and for continuing their intellectual development beyond high school. The study's findings are derived from interviews with 1,000 of the nation's 30-year olders who were a cross-section of the 400,000 secondary students interviewed in 1960 as part of Project TALENT. These students "were asked to gauge the quality of their lives and to tell how education contributed to or distracted from it. Based on the interviews, the study, sponsored by NIE, cited 5 serious deficiencies in schools: inadequate vocational guidance, uneven quality of teaching, lack of individualized instruction, inappropriate curriculum and insufficient counseling." Lack of adequate vocational and educational guidance inhibited the development of 86% of the men and 66% of the women interviewed. "Lack of knowledge of their own interests, abilities and values and how these related to educational programs and careers resulted in much wasted time, lack of motivation and personal frustration." These results suggest that students expect more from education than they are receiving, particularly in the area of vocational and educational guidance.

Parents. Often an overlooked resource, parents can do a great deal to assist their children toward meeting their educational and vocational goals. Parents, by developing supportive home environments, can prepare the student for positive interaction in schools and work situations. Parents should become involved more actively in the educational process--contributing in a variety of ways.

Parents are most often, along with other alumni, in a strategic position for gathering and providing information about job openings and in some situations in a position to create new jobs for students. Although not necessarily true of the disadvantaged, it would be a great way for others to contribute to disadvantaged. Their potential for participation in the totality of the placement program is limitless.

Potential Employers. If counselors are to assist the disadvantaged in placement, then some efforts must be devoted to highlighting for the employing institutions the problems of the disadvantaged that result from employment practices. It appears that the educational level required for various positions is increasing although not required to perform adequately on the job. In addition, participation in the labor force is related to educational attainment as reflected by a larger proportion of high school graduates than dropouts obtaining work. The major concern as revealed in a study by Harrison (1971) is that education has a different effect on employment for different groups. The weekly wage of a Caucasian high school graduate was $25 higher than that of a white worker who had never attended high school, but a non-white high school graduate made only $8.83 more than a non-white who had never attended high school. Together schools and employers can begin to determine ways in which education and employment are relevant and possible for the disadvantaged, non-white client.

Employers may cooperatively work with schools to provide mini-work experiences, part-time, and summer jobs, as well as full-time jobs for students. Employers should be made aware of the benefits from such experience for their establishments as well as the value to the disadvantaged client.

One example in particular is that employers may be able to identify and select permanent employees from the pool of temporary help. There are many ways in which mutual benefit can be gained from a cooperative effort.

Community Agencies. There are many existing resources within community agencies which would be of assistance to the disadvantaged. It is a well documented fact that the disadvantaged isn't always aware of these resources nor knowledgeable of their eligibility. The role of the counselor may be to provide information to clients with needs. In addition, agency programs are based on needs and counselors are or should be able to facilitate agency program development by sharing what student needs are.

In relationship to placement, community agencies are possibilities for employment as well as resources for educating the population about needs. The development of a committee,

with representatives from a variety of community and school groups, is another way of focusing on the placement problems of the disadvantaged.

The model was termed action-oriented in that it opened up additional channels through which the counselor can work beyond the immediate client. It reemphasized the importance of others and the team approach for helping the disadvantaged. Counselors cannot perform all functions directly. They must involve others and work through indirect, consultative activities.

It would be naive to assume that the counselor and the school alone can break the cycle of poverty with its many problems for the disadvantaged. Counselors must enlist the support and cooperation of parents, business and industry, and community persons. There must be a cooperative effort to provide experiences and conditions that contribute to a more positive, total development of the disadvantaged. Placement is only one aspect.

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EXEMPLARY STUDENT JOB PLACEMENT PROGRAMS

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Is student job placement and follow-through of secondary school leavers a responsibility of Virginia's public schools? This is a question that faced the Virginia Division of Vocational Education in determining whether it should promote student job placement programs.

Much discussion has been devoted to the above question. For many years the public schools have accepted the responsibility for assisting its graduates who wish to continue their formal education to enroll in a college, university or other appropriate school. Repeated concern has been expressed about the need for education to assume an equal responsibility for assisting its students, who did not wish to continue their formal education, to enter the world of work and to satisfactorily hold a job.

Both the National Advisory Council and the Virginia Advisory Council for Vocational Education have emphasized the need for the public schools providing student job placement services. The National Advisory Council on Vocational Education stated that "Employment is an integral part of education--every secondary school should be an employment agency--and this practice must be universal." This view has been expressed by many state and national groups.

In 1973 the Virginia Division of Vocational Education decided to promote exemplary projects in student job placement that could serve as demonstrations or models for other schools wishing to offer job placement programs. Incentive funds provided under Part D of the Vocational Education Act were used to assist local school divisions with these programs. Each program was funded for a three year period with the understanding that, if successful, the program would continue after the initial three year period with local funding. The first year of each project was 100 percent federally funded. The second year's funding was 80 percent federal and 20 percent local funds, and the third year was 60 percent federal and 40 percent local. A total of eleven projects, geographically located throughout the state, have been funded.

The personnel provided for each project consisted of a full-time placement Coordinator and a full-time secretary. With one exception, each project was established to serve

the students in two school divisions. In this project the student job placement Coordinator worked with an individual staff member in each of the high schools who was assigned the principal responsibility for student placement.

Purposes of Project

The overall purposes of the projects were to demonstrate the feasibility of schools assuming responsibility for the placement of secondary students at every exit level and to establish a systematic, effective job placement capability that would serve all students in the secondary school. More specific purposes were to:

1. Assist in the placement of dropouts and arranging for their continued education where feasible.
2. Assist in the placement of high school graduates.
3. Assist in the placement of high school students who want part-time jobs, work experience.
4. Work closely with coordinators of the various cooperative education programs in placement of students.
5. Work closely with the guidance personnel in their efforts to assist students with education for employment.
6. Assist students to advance in positions.
7. Advise students at every level about continuing education opportunities.
8. Make provision for pre-placement training for students seeking employment.

Major Goals

Major goals were established for each year of the three-year projects. While flexibility was permitted in order to meet the needs of local students, the recommended goals for each year were as follows:

First Year of Project:

Participate in in-service education programs.

Establish system for placement services.

Develop brochure giving information about placement office.

Establish system of communication with the business community.

Establish system of communication with students, faculty, parents, and administration.

Develop working relationship with coordinators of the various vocational programs and with guidance personnel.

Try-out system for placement for part-time jobs and graduates, evaluate, revise.

Establish advisory committee for placement of students (other than cooperative students) in part-time jobs and placement of graduating seniors.

Second Year of Project:

Participate in in-service education programs.

Seek additional placement opportunities for part-time, seasonal, and full-time employment.

Bring placement of dropouts into the system, try-out, evaluate, and revise as necessary.

Coordinate the offerings of mini-courses and pre-placement training.

Follow-Up placements and determine training needs.

Provide assistance to students regarding employment. Continue the operation of the placement system, evaluate, and revise as necessary.

Continue making community contacts for job opportunities.

Publicize activities of placement service.

Third Year of Project:

Participate in in-service education programs.

Evaluate the Placement Services in terms of value to students and to the business community.

Evaluate each component of the Placement Service:

1. Filing System
2. Public Relation Activities
3. Pre-employment Training
4. Advisory Committee
5. Placement
6. Follow-Up

These exemplary Student Job Placement programs have been highly successful. Interest has been expressed by a number of school divisions to initiate Student Job Placement Services similar to those provided through the exemplary programs.

In 1975, the Virginia General Assembly, following the lead of a number of other states, enacted legislation mandating the provision of placement services in all secondary schools in Virginia. This legislation, Senate Bill No. 647, requires that occupational guidance and placement services be provided in all school divisions not later than September, 1976.

STATUS OF EMPLOYMENT COUNSELING AND PLACEMENT SERVICES IN VIRGINIA

John R. Cook
Virginia State Department of Education

In 1975, the Virginia General Assembly passed State Senate Bill No. 647, quoted below:

"1. That the Code of Virginia is amended by adding a section numbered 22-40.1 as follows:

22-40.1.A On and after September one, nineteen hundred seventy-six, each school board shall make available to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the public schools in the school division.

B. No fee, compensation or other consideration shall be charged to or received from any student utilizing such services.

C. In providing such services, a school board shall consult and cooperate with the Virginia Employment Commission.

D. The Board of Education may recommend methods for providing such services. The State Department of Education may provide assistance to school divisions in establishing and providing such services upon request."

At the request of the Virginia Department of Education, a committee (composed of local educators and Virginia Department of Education personnel) was formed in May 1975 to formulate interpretations and develop an understanding of the scope and nature of these services.

The committee addressed itself to the following concerns:

1. What is occupational counseling and placement services as identified in this law?

2. What are the competencies needed by an individual to carry out these responsibilities?

3. What types of in-service training for personnel should be developed to assist school divisions in preparing individuals who will have these responsibilities?

4. How best can these services be provided in school divisions of different size and organizational structure?

5. What should be the nature of the consultation and cooperation with the Virginia Employment Commission?

6. How can the Department of Education most effectively provide assistance to school divisions in establishing and providing such services?

As a result of the committee's work, a report was submitted, in September 1975, to the Superintendent of Public Instruction for Virginia and it was accepted by the Virginia Board of Education in October 1975.

Aware that school counselors have traditionally provided some employment counseling for students, the report stated that limited placement services and follow-up studies have been conducted in Virginia for a number of years, but generally most have not been systematic in nature and have not included every student.

Also, that a comprehensive program of placement services and follow-up studies includes all students, begins when students enter secondary or post-secondary educational programs, and continue until these students are placed in gainful employment or formal programs to continue their education. The foundation of the placement services should be a comprehensive career education program. To better meet the actual needs of students, follow-up studies should include both gathering data and providing data for use in adjusting curricula.

The report speaks to the implementation of employment counseling and placement services for all secondary students. Coordination of these services and follow-up studies are viewed as essential in each local school division in the state. Each school division's five-year plan of action submitted to the Virginia Department of Education by June 30, 1976 should include clearly defined objectives and strategies to insure the implementation of State Senate Bill 647. Community, state, and federal agencies, educational institutions, businesses, and industries are resources which should be involved in placement and follow-up. Each division shall

cooperate with the Virginia Employment Commission. As used in the report, placement services are defined as assistance to secondary school graduates or leavers who desire to obtain gainful employment or to engage in a combination of employment and further education.

The report suggests that each school board shall, prior to September 1, 1976, provide a plan to insure that placement services shall be provided for all students graduating from or leaving each secondary school. Further, that each school division should assess its own needs prior to the establishment of employment counseling and placement services. Implementation will be dependent on such factors as school population, geographic location, types of business and industry in or near the locality, etc.

To accomplish the objectives of these services, each secondary school must determine the organization that will best serve the needs of that school. The size of the high school, the availability of part-time and full-time jobs, and the nature and scope of vocational offerings in the school are determining factors to consider in organizing these services.

In December 1975, the Guidance Service, Virginia Department of Education, was advised that local school counselors would have the major responsibility for implementing employment counseling and placement. All division superintendents were advised of this on January 9, 1976. The Supervisor of Guidance and a local school superintendent were asked to chair a committee to develop guidelines relating to these services. The committee is composed of personnel from local school divisions as well as from the Virginia Department of Education. The first and second meetings of the committee were held in Richmond on January 5 and January 22, and the work of the committee is currently in progress.

It is anticipated that these suggested guidelines will be completed and distributed to local school divisions in the early spring of 1976.

COOPERATIVE RELATIONSHIPS BETWEEN THE VIRGINIA EMPLOYMENT COMMISSION AND SCHOOL PLACEMENT SERVICES

Norman Boswell
Virginia Employment Commission

Senate Bill 647 passed by the Virginia Legislature during the 1975 session enacted into law the requirement that a comprehensive program of Placement Services with follow-up studies be established for all students not planning to continue their education. In the Bill, it provides that: "In providing such services, a school board shall consult and cooperate with the Virginia Employment Commission." This is the area I would like to talk about at this time.

As many of you are probably aware, the Virginia Employment Commission is 100% federally funded. These funds come to Virginia in the form of a grant and for the purpose of administering its many programs. Our major functions can be broken down into four (4) groups as follows:

1) Manpower Information

2) Manpower Programs

3) Unemployment Insurance--and

4) Employment Services

Manpower Information

We find that not too many people know that we have a Research Department that compiles various information dealing with the Labor Force. This division publishes various reports dealing with subjects such as Unemployment Insurance Rates, Labor Market Statistics, Occupational Requirements for Vocational Education and many other manpower-related activities. This information is available to you at no cost.

Manpower Programs

In the early 1960's, the Manpower Development Act (MDTA) was passed, establishing training programs for the disadvantaged, unemployed and under-employed. The Virginia Employment Commission was in the forefront in establishing these programs and gained a lot of valuable experience in

this area. The MDTA programs gave way to the Comprehensive Employment and Training Act of 1973. This new program provides many of the services previously provided under MDTA. However, the responsibility for administering these programs was shifted to the localities, rather than state control. Cities or groups of localities with population of 250,000 or more qualify as Prime Sponsors under this program. Funds are given to these areas directly from the Department of Labor. The other areas of the state come under the classification "Balance of State." The Virginia Employment Commission has been designated by the Governor as the Balance of State Prime Sponsor. We are, therefore, very much involved in manpower programs which we feel contributes to stabilizing the work force. Information regarding training opportunities is available by contacting your nearest V.E.C. local office.

Unemployment Insurance

Virginia law requires that all employers with one or more employees subscribe to the Virginia Unemployment Insurance program. The Administration of this program is a joint effort of Federal-State cooperation, with the V.E.C. being designated to carry out the state laws. In calendar year 1975, the V.E.C. paid out $180 million to some 60,000 persons per month. You can see that these payments greatly contributed to the economy of the state, as well as helping the individuals through their period of unemployment.

Employment Services

The Virginia Employment Commission has been in the business of placing people on jobs since the early 1930's. During these some forty (40) years, procedures and techniques have been developed and proven in the selection, screening, referring and placing of individuals on jobs. We consider our staff to be experts in placement business, just as you consider yourselves experts in education.

In carrying out the placement function, various "tools" have been developed to assist us in our task. I would like to point out several of these "tools" which might be of interest to you as you prepare to set up Placement Services in your particular school.

Counseling - In each of our 50 local offices statewide we have counselors who work with individuals that have problems as to change, choice and adjustment in finding suitable

employment. One of the tools they use is the General Aptitude Test Battery (G.A.T.B.). This device helps the counselor determine the field of work in which the applicant would have the best chance of success. This tool is available to any educational institutions through our agency. If you feel this tool can be used in your operation, I suggest you contact your nearest V.E.C. office for details of a test release agreement.

I would also like to point out that each local office has a person assigned to Youth Placement. This person can be of great assistance to you in carrying out your responsibilities.

Job Information - The V.E.C. Manpower Information Division conducts periodic surveys to determine the occupational need of Virginia communities. This information is usually broken down by geographic areas and lists occupations that are in demand now with a projection of needs in the future. This type of information can be of great value to you as educators in preparing the prospective job seekers so they will be ready for mainstream placement.

We find that the key to proper job counseling and placement is knowing the "world of work" in your given community. When this is accomplished, individuals tend to make realistic vocational choices which result in satisfactory job placements.

Job Bank and Job Matching - One of the goals of the Employment Service has been to get a wider distribution of job information throughout the state and nation, thereby increasing the possibility that the employer will receive a better qualified worker and at the same time giving the applicant more information about available job openings. We accomplished this goal with our computerized Job Bank system.

We have three Job Bank centers, located in Norfolk, Richmond and Roanoke, that collect job information from the local offices on a daily basis. This information is up-dated overnight and every morning our interviewers have current job information that is used to refer individuals to job openings. This information is distributed in the form of micro-fiche, so that many jobs can be displayed on a single-source document.

In the very near future, we plan to initiate job matching in the Tidewater area. This means that we will be using the computer to compile an applicant bank that can be run against our Job Bank resulting in computer-matched individuals

and jobs. We feel this will be particularly valuable in filling professional and highly skilled job openings. This system will be exported statewide by fiscal 1979.

Conclusion

We feel that Senate Bill 647 is a step in the right direction in providing placement services to our student population. It appears that the V.E.C. could participate in this program in several ways:

1. The State Department of Education and/or local School Boards could contract with the V.E.C. for a "placement specialist" to work in a school or group of schools to provide placement services. In this instance the placement specialist would be located at the school and devote one hundred percent of his or her time to the program.

2. The local School Boards could contract with the local V.E.C. office to receive job information from the V.E.C. Job Bank. This arrangement would be a joint effort where the exchange of information between the schools and V.E.C. would be shared for the benefit of both parties. This would require the schools to purchase the necessary equipment to use the micro-fiche containing the job information.

In either of the two above situations we see where the local schools and students would benefit from V.E.C. participation in this effort.

1. The schools and students would have a ready made job information system at their disposal.

2. The V.E.C. has many years of experience and expertise in the job placement business.

3. The V.E.C. has an effective employer contact program that would open up job development on behalf of applicants.

4. The V.E.C. has a statewide network of local offices that can provide services to all school districts.

5. V.E.C. has an automated record-keeping system to provide the needed information for various reporting requirements.

6. V.E.C. has access to various state and federal manpower training programs.

7. By using the services of the V.E.C. it would eliminate an overlap of services. It is our feeling that education should be responsible for educating which is their intended function. On the other hand, the V.E.C. is a placement service and should be the State agency responsible for placement activities.

Inasmuch as each Board of Education develops its own plans for their particular area, we suggest that arrangements for placement services with the V.E.C. be made on a local basis. The services provided could vary from area to area and would change as demand required.

The V.E.C. stands ready to assist the State Department of Education and the local Boards of Education statewide in providing placement services to high school students and graduates as outlined in Senate Bill 647. It will be our objective to provide these services in the most practical and economical method possible.

PLACEMENT PROGRAMS IN VIRGINIA

JOB PLACEMENT AND CAREER EDUCATION AT WYTHEVILLE COMMUNITY COLLEGE

William Jennings
Wytheville Community College

Placement has traditionally been defined as the "end product" of a successful counseling experience. With the increased emphasis upon placement, both on the secondary and post-secondary levels, the tendency has been to focus upon job placement as the extent of placement activities.

I tend to view placement, not as if it were a separate and finite step, but as a process, developmental in nature, comprised of 4 sequential phases:

Phase I	Self Awareness
Phase II	Career Awareness
Phase III	Tentative Selection Process
Phase IV	Reality Testing/Placement

Figure 1. The Placement Process

Before we can begin to assist our students, as they choose a program of study or select a job, they must be aware of their own interests, strengths, values, personality traits, etc. How many of us, as we look back over our own past, have made critical decisions about careers, about life, without really being aware of ourselves.

If the individual student is not aware of his own strengths and weaknesses, how can we as counselors/placement officers, expect him to make rational career/program choices.

Wytheville Community College, in an attempt to incorporate the 4 phases of the developmental placement concept, has developed a model career education program. The objectives of our career education program include the following:

(1) to develop and maintain a library of career-related materials,

(2) to assist faculty with the selection of career literature related to the content of their courses,

(3) to develop and implement a career speaker's bureau of persons employed in occupations for which training is available at Wytheville Community College,

(4) to develop articulation procedures with regional high schools in the college's service area,

(5) to develop a program to assist students with effective methods of seeking employment,

(6) to develop cooperative relationships with regional employers,

(7) to conduct extensive annual follow-up studies to evaluate college programs,

(8) to develop and instruct an elective course orienting the student to the career-decision making process.

By implementing these program objectives, we feel that the developmental nature of placement is being emphasized. By focusing upon placement as a process and not as a "one-step" phase, we feel that placement into a program and/or a job will be based not on a "hit-or-miss" proposition, but upon a firmer basis than what has existed historically. It is our feeling that with this renewed emphasis upon placement as a process, we are better able to assist students as they begin to think in terms of their future programs.

JOB PLACEMENT AS A COMPONENT OF CAREER EDUCATION

Randy Wright
Radford City Schools

The Radford City School System was funded initially by the U.S. Office of Education to conduct a research and development program in career education. The funds were provided through Part C of the 1968 Vocational Education Amendments. The project began in March of 1972. Subsequent funds have been made available by the Virginia State Department of Education.

The objectives of the project are:

To develop a comprehensive career education program for kindergarten through the seventh grade.

To develop a teacher preparation program for career education.

To improve curriculum materials and to develop new curriculum materials.

To develop a career education resource center.

To develop an elementary career guidance program.

To develop and disseminate materials and techniques to other school systems.

To eventually expand the program to form a continuum of career education from kindergarten through the twelfth grade and beyond.

To develop evaluative techniques for career education.

The initial project was implemented at one elementary school and included all teachers and all students in that school. Three levels of special education were also included in the project.

The project was expanded during the 1973-74 school year to include all elementary schools and all eighth and ninth grade students in the system. During 1974-75 and 1975-76 the program expanded and included all students and all teachers in grades K through 12 in the entire school system.

The key to successful implementation of a career education program is teacher preparation. Several paid workshops have been conducted for teachers to develop instructional materials. The following materials have been developed:

200 career education activity cards

Over 50 career education learning center procedures

Over 100 career instructional units in K-7

Over 100 career activities by subjects in grades 8-12

Substitute teachers are employed during the school year thus freeing classroom teachers to develop and evaluate career materials and procedures. Continuous in-service training successfully prepares teachers to incorporate career education concepts into the existing curriculum.

In the elementary schools the workshops are organized to permit the various grade level teachers to work together, and in the secondary schools the organization centers around subject matter departments.

An essential component of career education is the individual self-development of each child. The career guidance program has been established as an important part of the total project on both the elementary and secondary levels. The career counselors work with students in small and large groups and on an individual basis and concentrate heavily on student self-development and decision making skills.

In 1974, a student job placement program was initiated in the secondary school to assist students seeking part-time or full-time employment. This service is provided for all secondary students with special emphasis on graduates and drop-outs. The director of the placement program provides students with pre-employment information (completion of application forms, preparing for interviews, etc.) and attempts to find appropriate job openings in the community for any interested students.

The job placement director works closely with guidance counselors, vocational teachers, academic teachers, administrators and representatives of local businesses and industries attempting to match students with jobs. The director is especially a close worker with co-op teachers which alleviates competition for the same jobs by our different work programs.

Students and employers receive information concerning the placement service via personal contacts, local news media and personal correspondence.

The job placement program serves as a viable vehicle for the transition of students from the school to the world of work.

The Radford Career Education Project is designed to foster maximum involvement by students, parents, teachers and the community. The following methods indicate how these four essential participants become involved:

Students:

Role-playing various occupations.

Interviewing working people.

Sensory experiences (hearing, seeing, smelling, tasting, touching).

Skills training.

Actual hands-on activities.

Field trips.

Resource people visiting class.

Individual projects.

Participating in a career oriented elementary school job program for students, supervised by faculty sponsors.

Parents:

To visit the classroom as a resource person.

To be interviewed by students.

To accompany class on field trips.

To become involved in P.T.A. or other parent groups.

To be interested and enthusiastic about school work when the child is at home.

Teachers:

Correlation of content material with the world of work.

Allowing students to select from alternate modes of obtaining information on specific topics.

Utilize resource people to relay content information and job information to students.

Incorporate activities that enhance students' decision making skills.

Individualize and humanize all possible instructional procedures.

Community:

Permitting students and teachers to visit businesses and industries.

Encouraging employees to serve as classroom resource persons.

Participating in school advisory groups.

Providing the school with brochures, pamphlets, etc. on businesses and industries.

Members of the Radford community and local school personnel realize the vast potential that the career approach to education has, and they are highly motivated to continue with current procedures and to assist other interested school divisions with the implementation of career education programs.

JOB PLACEMENT SERVICES IN SCOTT COUNTY SCHOOLS

Joyce Osborne
Scott County Vocational Center

The Job Preparation and Placement Program at the Scott County Vocational Center, recognizing that Job Planning is a long, continuous process, and, therefore, requiring a carefully organized and systematic approach, is designed to supplement the skill training in order that the maximum potential of the student be developed in his chosen vocation.

The program emphasizes the need for the concerted efforts of all staff members, as well as Industrial Personnel and other resource persons in providing opportunities for the students to assess their potentialities in relation to their vocational choice and to discuss attitudes, ideas, and mutual problems involved in self-understanding and development. A better understanding of all the factors which individuals must consider in analyzing their strengths and weaknesses in relation to their probable success and happiness in the vocation of their choice is essential.

The group process, supplementing individual counseling, to help those students whose adjustments involve unrealistic demands, negative attitudes, habits, appearance and other personal traits which may be difficult to deal with in individual face-to-face interviews is utilized.

Other students may know what they want and may even be potentially qualified but either lack confidence or "how to" ability of knowing which steps are necessary in getting to their goal; such as how to seek out jobs, complete applications, and "sell" themselves during the job interview.

The activities serve to emphasize that a man can want to work but if he can only offer his prospective employer a broad back, he will be limited to unskilled jobs . . . . and these are steadily disappearing.

Provisions are made to give the student at least three kinds of support: (1) instrumental aid, which hopefully convinces him that what he is doing from day to day is marked by progress, both short-term and long-range in view of the ultimate goals; (2) cognitive aid, which provides him with

"maps" of ways to do things that will show him how he can accomplish what he individually wants to accomplish--this requires giving him information, illustrations,and clarifications and tailoring various means to his particular needs and objectives; and (3) affective aid, which shows him how the staff does care and that they are sincerely interested in his ideas and problems.

The more the student perceives the staff as willing and able to help him as an individual, the more the school will achieve its goals of promoting the students' instrumental development, ability to see and measure his own progress; cognitive development, achievement of technical skills, and affective development, his desire to learn and hopefully develop an occupational identity.

The students who participate in the Job Preparation and Placement Process

1. Develop a better understanding of all the factors which individuals must consider in analyzing their strengths and weaknesses in relation to their vocational choice.

2. Become more aware of the total aspects of the vocational class in which they are enrolled.

3. Clarify their vocational interests and aptitudes and establish occupational identities.

4. Gain pertinent information about the world of work.

5. Develop an understanding of job opportunities and of appropriate procedures for obtaining and holding a job.

6. Engage in job interview sessions conducted by Industrial Personnel in the areas of their training.

7. Use the information, techniques learned, and contacts to obtain successful job placement.

The follow-up information gained from face-to-face personnel interviews, postal card type questionnaires, correspondence from former students, telephone conversations, and newspaper clippings aid the school in determining the extent to which former students are following career plans; determining the extent to which they are succeeding in and adjusting to their pursuits; evaluating, improving, and expanding the placement program; informing staff, community, and other

pertinent agencies about adjustment and achievements of former students; and evaluating curricular offerings, course content, and extra curricular activities and to revise them in keeping with the needs of the students.

Knowing that two words "properly prepared" will spell the difference between employment and unemployment, the Job Preparation and Placement Program seeks to develop an employable personality as well as emphasizing the skill training necessary for adequate job entry for each student.

AN EXEMPLARY JOB PLACEMENT PROGRAM

James Crumley
Alexandria Public Schools

Initiated July 1, 1974, with funds provided by the Virginia State Department of Education, the Alexandria Schools Job Placement Service offers employment counseling and placement services to all current and former students of the Alexandria School System. The Placement Service's office is located at T. C. Williams Senior High School which houses all eleventh and twelfth graders in the city's public schools. Current enrollment figures show a school population of 1800 students with juniors and seniors in almost equal numbers. This population also includes an enrollment of 61% white, 32% black, and 7% other. The economic backgrounds of students run the gamut of the scale.

From September through March the bulk of the work in the Placement Office involves placing students in part-time jobs. The peak month during this period is October when businesses interview prospective employees for the Christmas season. The month of May is the most active of the year, as far as placements are concerned, due to the number of seniors interviewing for permanent employment after graduation as well as all other students interviewing for summer jobs. Counseling and placement of alumni and others who left school without graduating does not have a peak month, and thus, remains steady throughout the year.

Follow-up surveys are done on all students allowing continuous contact with employers. Community surveys are conducted frequently through personal visits and telephone contacts to discover new job openings and to keep abreast of employment trends in Alexandria and other area business communities. Working closely with the local office of the Virginia Employment Commission and Chamber of Commerce is most beneficial in determining local employment trends.

Representatives of local business, industrial, and government agencies visit the school, both at job fairs and on an individual basis, to talk with students about employment possibilities. Attending these clinics enables the student to determine, before graduation, the type of job for which he is best qualified and whether or not post high school training is necessary.

The Director of Job Placement visits classrooms upon request and informs students of current and future employment trends, job qualifications, and job application skills.

The most important facet of any school-based placement service is whether or not the students in the system feel that there is a need for it. During the 1974-1975 school year, the first year of operation for the Alexandria Service, 965 current and former students sought counseling and/or job placement assistance through the Placement Service. Of these, 824 were current students at T. C. Williams--46% of the school's enrollment. Another 30% of the school's population is enrolled in cooperative education programs, and still another 4% found jobs without the help of either the cooperative programs or the Placement Service. This, of course, means that 80% of the school's population either worked or actively interviewed for employment during the year.

It should also be mentioned that the Placement Service should not compete with the cooperative education programs. The two services must work in close harmony in an effort to provide the best situation possible for the students in the system and the employers in the community.

There are other services offered by the Placement Office which have hurried its popularity and acceptance with students and administrators. Probably the most popular "extra" is the free student income tax service. All tax information and forms are provided, as is instruction for completing form 1040A. Over 500 students used the tax service last year.

Another extra service provided is the issuing of work permits. This provides the students with a convenient place to obtain their permits and labor information and allows the Placement Director to determine who is hiring students as well as the total number of working students.

The most recent program initiated is the Minorities in Engineering Program (MEP) which is offered in cooperation with the RCA Corporation. This pilot program was begun in January of 1976, and will continue through May. It is taught at the RCA plant in Springfield, Virginia, by RCA engineers and professors from Howard University. It is intended to create an interest in engineering as a career for college bound minority students and, thus far, has received much acclaim. If successful, the program will continue to be offered for five to ten more years.

The successful operation of a Job Placement Service will depend, to a great degree, on past experience of the person

chosen to direct it. The following qualifications would be most beneficial:

1) Five years' experience as a cooperative education coordinator. (Having some of this experience in the same school system as the placement service position is, is an added plus.)

2) History of relating well to students.

3) History of working well with fellow employees.

The successful program will be viewed as beneficial by students, faculty, administration, and the community. This will be done only by working in close cooperation with all of these factions. Alienation of any could produce a less than totally successful program.

The Job Placement Service concept is late in arriving to the public secondary schools in Virginia. Now that it is here, it will add a much needed link to the total career education chain.

LEGAL AND ETHICAL CONSIDERATIONS OF SCHOOL PLACEMENT FOR EXCEPTIONAL CHILDREN

Benjamin Silliman
David Alexander
Virginia Tech

While the basic thrust of the following material will be oriented toward placement of exceptional children in programs, it should be noted that the authors feel strongly that there are possibilities for wide generalizability of our ideas. This paper will contain both a proposed model for the process of placement and the incumbent ethical and procedural aspects followed by the significant litigation which would support the proposed model from a legal aspect.

Though there is a historic tendency to restrict the understanding of "exceptional children" to mean only the handicapped end of the continuum, our focus is on all aspects of exceptionality. The definition as offered by English and English (1968, p. 191) should appropriately describe the focus:

> An inclusive term for children who deviate considerably from the average in physique, sensory acuity, intelligence, social conformity, emotional development, etc.

An Ethical Model

In order to provide the necessary perspective for the proposed model, it seems highly desirable to present an obviously stereotypic sketch of the historic model. Following that, the elements of a proposed model will be spelled out.

Historic Model

While it may not be appropriate in all instances, the following is nonetheless widely held. Until the mid 1960's, the schools operated in a very autonomous manner when it came to the placement process for exceptional children. It should also be remembered that at this point in time attending school was considered a privilege.

Typically, a given student was red-flagged by someone in a school as being exceptional. No matter what evidence was presented, the principal usually requested that the school psychologist or psychometrist administer a WISC or a Binet in search of an I.Q. below the magic number of 80 or 85. With the "hard data" in hand a decision was reached by someone to place or not to place the student in an exceptional program (assuming that an appropriate program existed). Usually it was not until this point, if ever, that the parents of the student were informed of the change or lack of change in school program. Needless to say, this type of procedure has left many students labeled, stigmatized and locked out of broader options for educational pursuits.

Unfortunately, it wasn't until the late 1960's and 1970's that the courts began to hear litigation on the arbitrary and capricious nature of the above process. The ethical and legal considerations have led to the following proposed model.

Proposed Model

At each of the following stages there are two primary concerns. The first of these is the right (no longer a privilege) of all public school age children to an appropriate education. The second develops as an outgrowth of the first. That is, due process must be assured to all parties.

The process model we are proposing is composed of four primary aspects: screening, assessment, placement and follow-up. Each of these aspects is described in the following material.

Screening. The policy established at the local level should spell out that each member of a school faculty is a trained and viable component of the school screening committee. Obviously this implies the critical need for districts to provide inservice training of an ongoing nature regarding this vital element in the placement process.

Assuming each faculty member to be a trained observer of human behavior, it should follow that each would be aware of the need for documentation of specifics which would lead to the referral for consideration at the next step in the process.

Evaluation of screening referral. Once the referral has been received by whomever is designated as the appropriate person for this position (usually an administrator, counselor or school psychologist who will hereafter be termed the

referral monitor). The school level placement team is convened and, from as many perspectives as possible, considers the viability of the referral data. In addition to assuring that due process has been observed, it becomes the responsibility of the team to recommend the most desirable assessment procedure (both test and non test aspects) to the referral monitor, or to find that the referral lacks sufficient validity and basis to proceed.

Assessment. The first step in the assessment process is for the referral monitor to involve the parent(s) in the decision making process. Contact must be made with the parent(s) before proceeding further. The explicit intent of this person to person contact must be to obtain informed consent to proceed. While Rodriguez and Lombardi (1973) found only 8 states which required parental permission to place students in special classes, recent federal legislation (93-380) and court litigation would strongly suggest that acting without parental permission would likely be viewed as arbitrary and capricious and is obviously not within the ethical intent of due process and rights of parents.

The parent(s) must have the screening data presented and interpreted to them. Also, the next step(s) in the assessment aspect of the placement process should be openly discussed with them. It should be made clear at this time what the likely options are for the child in terms of the least restrictive program placement.[a] Having obtained the informed

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[a]Least Restrictive Program - This is commonly referred in educational terms as mainstreaming. The new federal legislation P.L. 93-380, Title VI-B requires states to adopt:

> procedures to insure that to the maximum extent appropriate, handicapped children, including in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicapped is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

consent of the parent(s), the assessment aspect may continue. Without consent, the lengthy appeal process must begin which may mean the child stays in current placement in a special educational environment or may possibly be excluded from school.

Assessment may or may not require additional testing, as this is but one portion of the act of assessment. Depending on the nature of the individual case, assessment could include any number of specific acts aimed at gaining a better understanding of the student's psychosocial (Erickson, 1968) or psychosituational (Grieger and Abidin, 1975) condition.

Where testing is utilized, it is of the utmost importance that it be accomplished in a nondiscriminatory manner. Considerable care needs to be taken in the selection and administration of instruments. Such concerns would obviously center around the standardization sample and norm group and concepts such as the reliability and validity of the instrument.

If the student is nonenglish speaking in terms of the primary language, then any testing must be conducted in both English and the student's primary language. No longer may a single test score form the total basis for placement of exceptional children. One of the primary tests of discriminatory testing is, do the results lead to an overrepresentation of minority groups in special groups? If they do, it is likely that a discrimination case could be successfully filed.

The results of the assessment (both test and nontest or "adaptive behavior") are returned to the assessment monitor. This person in turn again makes contact with the parents to present the findings and discuss the most desirable and least restrictive placement within a special program.

Pappanikou, et. al. (1974) have presented a five level approach to the program placement of the handicapped end of exceptional children. Few alternatives seem to exist outside of a gifted program for the other end. The obvious implication of this aspect is the need for expanded services for exceptional children and the need to train and employ or retrain existing personnel in this area. Before the least restrictive program concept can be widely applied, there must be functioning alternatives available.

Follow up. Assuming that the optimistic outcome of the preceding model has been positive for all concerned, there is the continuing need to reevaluate the placement to ensure

that the student continues to be placed in the least restrictive program. The hope being that the student can with considerable investment be reincorporated into the mainstream of the school community.

Legal Basis

The State-Federal Information Clearinghouse for Exceptional Children conducted a survey in 1974 to determine those states that had policies regarding due process rights of children before placing them in special programs. The survey revealed that 12 states were required by statute to provide due process to exceptional children before changing their educational placement while 13 states had regulations mandating due process, the remaining states had no policies. In recent years there has been a move on the part of the courts to mandate procedural safeguards before placing a child in a special program or excluding them from the educational process altogether. This had been an outgrowth of the concept, as previously mentioned, that education is a right and not a privilege. This was expressed in the famous Brown v. Board of Education of Topeka when the court said:

> Today education is perhaps the most important function of state and local government . . . . Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him adjust normally to his environment.

Since this landmark decision the courts have determined that students have constitutional rights as they related to public education, other leading cases in this area are Dixon v. Alabama, Tinker v. Des Moines, Wood v. Strickland and Goss v. Lopez.

It has been well established that a child must be afforded due process if he/she is expelled from school and more recently in Goss it was determined that a child must be given due process even if suspended for a short period (10 days or less). The concept of due process has been recognized and expanded with regards to exceptional children in the areas of exclusion from school and placement in special educational programs. Two leading court decisions in this area were Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania (1972-PARC) and Mills v. Board of Education of the District of Columbia (1972). The PARC case challenged

the right of the commonwealth to exclude exceptional children from public education. A consent agreement was reached between the parties where no child could be excluded from the educational process and no child who was mentally retarded or thought to be mentally retarded could be assigned special educational status without due process. The agreement to provide a due process hearing stipulated the parent's right to counsel, to examine their children's records, compel attendance of school officials who might have evidence or knowledge of the situation, to cross-examine witnesses and to introduce their own evidence. The Mills case involved the exclusion of regular and exceptional students from regular school programs. This exclusion took the form of suspending, expelling, reassigning and transferring of "exceptional children" from regular school classes. The court said:

> That no child eligible for a publicly supported education in the District of Columbia public schools shall be excluded from a regular public school assignment by a rule, policy, or practice of the Board of Education of the District of Columbia or its agents unless such child is provided (a) adequate alternative educational services suited to the child's needs, which may include special education or tuition grants, and (b) a constitutionally adequate prior hearing and periodic review of their status, progress and the adequacy of any educational alternatives. (Emphasis added)

Therefore, the case law supports that "exceptional" children must be afforded due process before they are placed in special classes. As previously mentioned, this paper relates to the exceptional child whether that child appears at one end of the learning spectrum or the other. It should be noted that most litigation and legislation relating to the exceptional child has focused on those children classified as physically or mentally handicapped.

The Congress of the United States recognized the legal needs of special education children when it passed Public Law 93-380. Sections of this federal legislation require that states must design and implement state plans which contain guidelines for due process in order to remain eligible to receive federal funds.

The act requires that the state provide:

procedures for insuring that handicapped children and their parents or guardians are guaranteed procedural safeguards in decisions regarding identification, evaluation and educational placement.

These procedural safeguards include notice to the parents or guardians of the anticipated change in educational placement, an opportunity for an impartial hearing, the right to examine all relevant records of the child, the opportunity to an independent educational evaluation of the child and that the decision rendered at the due process hearing be binding on all parties. It would appear that all states will in the near future be developing legal procedures to insure the rights of exceptional children.

A specific model that includes the federal requirements and affords the exceptional child due processis presented below with the main elements consisting of: 1) Prior Notice; 2) Due Process Hearing; 3) The Hearing Procedures; and 4) The Decision. It is recognized that a state or school district may expand or limit some of the areas suggested below. The proposed legal model for due process is integrated with the four primary aspects of the process model of: screening, assessment, placement and followup.

Model

1. Prior Notice:

   A. Notify the parents or guardian in writing, via certified mail return receipt requested, of the proposed change in educational placement. This should be done at least 10 days, preferably longer, prior to the action.

   B. The written notice should contain:

      1. Why such action is deemed appropriate;

      2. What tests or reports the proposed action is based upon;

      3. Inform the parents or guardian that relevant school records of the child are available for examination;

      4. Explain any alternatives that may be available;

5. List the names and addresses of independent agencies that the parents might contact for evaluations; also, a list of the cost for such services or other public agencies that provide free evaluations;

6. Explain the procedure to be used and that the child has a right to a due process hearing;

7. The parents should be notified that they have the right to legal counsel at their own expense;

8. Explain that the child will remain in the present program until such a time as a due process hearing has been conducted, but explain if the health and safety of the other children are involved then the school will remove the child so as not to endanger the child or other children.

II. Due Process Hearing - After the written notification, provided that the placement cannot be settled in conference, the parents or guardians have a right to a formal due process hearing.

A. The parents or guardian will request a formal hearing in writing.

B. The hearing will be scheduled within reasonable limits so as to provide the parents or guardian ample opportunity to prepare properly. As mentioned previously the parents should be informed before the hearing that:

1. The child will remain in the regular program until after the hearing unless the safety of others are involved;

2. The parents may present outside independent evaluations of the child's needs;

3. The parents have access to all relevant documents maintained by the school;

4. The parents may call for school officials who may have evidence relevant to the situation to appear at the hearing;

5. A tape recording or record will be kept of the proceedings;

6. The parents would have the right to have counsel.

III. The Hearing - Procedures

A. The school board or its impartial designee will preside at the hearing. The hearing officer will provide all parties with ample opportunity to present evidence.

B. The parents may have counsel, professional persons, or other representatives at the hearing.

C. Both parties may present evidence and testimony.

D. Both may question all witnesses.

E. The hearing shall be closed unless the parents request an open meeting.

F. The burden of proof as to the placement will be upon the school personnel.

G. The proceedings will be recorded.

H. Any unique needs of the parents or child, such as deafness, does not speak English, etc., will be considered and remedied by the hearing officer to provide a fair opportunity.

I. The child may attend if he/she has reached the age of majority. If the child is a minor and the testimony might be damaging to the child in the opinion of school officials, then the child may be excluded from the hearing.

IV. Decision - The decision shall be in writing and include findings of fact, conclusions and reasons for these findings and conclusions.

A public school system should be cognizant of the needs of exceptional children and act in an appropriate educational and legal manner.

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Dixon v. Alabama 294 F. 2d 150 (1961)

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Mills v. Board of Education of District of Columbia 348 F. Supp. 866 (1972)

Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania 334 F. Supp. 12 57 (1972)

Tinker v. Des Moines Independent Community School District 393 U.S. 503

Wood v. Strickland 420 U.S. 326 (1975)

APPENDICES

APPENDIX A

THE COLLEGE OF EDUCATION

OF

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

IN COOPERATION WITH

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

PRESENTS

NEW DIMENSIONS IN PLACEMENT SERVICES

A CONFERENCE FOR

COUNSELORS, TEACHERS & ADMINISTRATORS

PUBLIC SCHOOLS & COMMUNITY COLLEGES

February 6 & 7, 1976

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION

BLACKSBURG, VIRGINIA

CONFERENCE DIRECTOR:

Dr. Tom Hohenshil

Friday, February 6, 1976

8:00 - 10:00	Registration
10:00 - 10:30	Welcome Dr. Karl Hereford, Dean College of Education Dr. Robert Sullins, Chairperson State Advisory Council on Vocational Education Conference Overview Dr. Dewey Adams, Director Division of Vocational and Technical Education
10:30 - 11:30	Education, Work, and Placement Services in American Education Mr. Willard Wirtz Former U.S. Secretary of Labor Currently President of the National Manpower Institute Washington, D.C.
11:30 - 12:00	Audience Participation
12:00 - 1:30	Lunch
1:30 - 2:30	The Provision of Placement Services: Roles for Educational Personnel Mrs. Lucy Crawford Professor Emeritus Distributive Education Virginia Tech Dr. Dean Hummel Professor of Counselor Education Virginia Tech
2:30 - 3:00	Audience Participation
3:00 - 3:30	Coffee Break

3:30 - 4:15 Special Interest Groups (Concurrent)

Conference Room A - Contemporary Placement Services in the Community College

Mr. W. Ridgely Haines, Jr.
Piedmont Virginia Community College
Mr. Edwin Morse (Chairperson)
Virginia Tech
Mr. Howard T. Taylor, Jr.
Thomas Nelson Community College

Conference Room C - Special Placement Problems of the Handicapped

Dr. N. Alan Sheppard
Virginia Tech

Conference Room E - Special Placement Problems of Women

Dr. Ruth Harris
Virginia Tech

Conference Room F - Teaching Job Interview Skills

Dr. David Hutchins
Virginia Tech

Conference Room G - Special Placement Problems of the Disadvantaged

Dr. Johnnie Miles
Virginia Tech

Front Auditorium - Status of Placement Services in Virginia Schools

Mr. John Cook
Mr. Lloyd Jewell, Jr.
State Department of Education

Back Auditorium - Cooperative Relationships between the Virginia Employment Commission and School Placement Services

Mr. Norman Boswell
Virginia Employment Commission

4:30 - 5:15 Repeat of Concurrent Special Interest Groups

7:00 - 9:00 Banquet

Toastmaster
Dr. Rufus Beamer, Executive Director
State Advisory Council on Vocational Education

To Place or Misplace: That is the Question
Dr. Carl O. McDaniels, Past President
National Vocational Guidance Association

Saturday, February 7, 1976

9:00 - 10:00 Placement Services: How to Get Started in Urban and Rural Educational Institutions
Mr. Raymond Wasil, Director
Ohio Division of Guidance Services

10:00 - 10:30 Audience Participation

10:40 - 11:25 Job Placement and Career Development Programs in Virginia (Concurrent)

Conference Room A - Job Placement and Career Education at Wytheville Community College

Mr. William Jennings
Wytheville Community College

Conference Room C - Job Placement as a Component of Career Education

Mr. Randy Wright
Mr. Pat Rheam
Radford City Schools

Conference Room E - In-School Placement Services in Fairfax County Schools

Ms. Bea Gustafson
Fairfax County Schools

Conference Room F - Job Placement Services in Scott County Schools

Mrs. Joyce Osborne
Scott County Vocational Center

Conference Room G - An Exemplary Job Placement Program

Mr. James Crumley
Alexandria City Schools

Front Auditorium - Legal Implications of Education and Job Placement Services

Dr. David Alexander
Dr. Ben Silliman
Virginia Tech

11:35 - 12:15 Repeat of Concurrent Local Program Presentations

12:15 Adjourn

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